DOCUMENT RESUME

ED 100 755 SO 008 038

AUTHOR	Slodkowski, Wladyslaw, Ed.
TITLE	Selected Bibliography of Polish Educational Materials; Vol. 12, No. 4, 1973.
INSTITUTION	National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
REPORT NO	TT-73-54000-04
PUB DATE	73
NOTE	82p.; Vol. 12, No. 3 in this series is available as ED 096 211
EDRS PRICE	MF-$0.75 HC-$4.20 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Annotated Bibliographies; *Comparative Education; Educational History; Educational Legislation; Educational Practice; Educational Research; Educational Sociology; Elementary Secondary Education; *Foreign Countries; Higher Education; Reference Materials; Schools; Social Sciences; Teachers; Vocational Education
IDENTIFIERS	*Poland

ABSTRACT

Books, papers, and articles which were available from September to November 1973, are listed in this bibliography of Polish educational materials. Entries are arranged alphabetically by author under the following subjects: history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions (by type or level). Polish titles are followed by English translations and document annotations. An index to authors and editors concludes the bibliography. (JH)

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Compiled for the Office of Education, U.S. Department of Health, Education and Welfare, Washington D.C.

ED 100755

Vol. 12, No. 4, 1973

TT 73-54000/04

Selected Bibliography of Polish Educational Materials

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SP 008 038

PUBLISHED FOR THE OFFICE OF EDUCATION, U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE, WASHINGTON D.C., BY THE FOREIGN SCIENTIFIC PUBLICATIONS DEPARTMENT OF THE NATIONAL CENTER FOR SCIENTIFIC, TECHNICAL AND ECONOMIC INFORMATION,
WARSAW, POLAND 1974

SELECTED BIBLIOGRAPHY OF POLISH EDUCATIONAL MATERIALS

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The bulk of the materials listed in the present issue was available in the period of time September to November 1973.

I. HISTORY OF EDUCATION

326. DRUCKA, NADZIEJA: **Szkoła w podziemiu.** Z dziejów polskiego tajnego nauczania w latach okupacji hitlerowskiej. (The Clandestine School. From the History of the Polish Education in the Times of the Nazi Occupation). Wydaw. MON, Warszawa 1973, 213 pp.

The book discusses the structure of clandestine education in Poland during the times of the Nazi occupation. An analysis is included of the development of such education at all levels and types of schooling both in rural and urban areas. The following problems are discussed at length: progressive traditions of the educational activity, the establishment of the clandestine education in the General Government, activity of schools, their structure and staffing, clandestine universities, the system of education in territories subjected to the Reich, organization of education in concentration camps and partisan troops. A whole chapter is also devoted to the concepts pertaining to the shape of the future education in the liberated Poland.

327. HILLEBRANDT, BOGDAN: **Konspiracyjne organizacje młodzieżowe w Polsce 1939–1945.** (Clandestine Youth Organizations in Poland During the Years 1939–1945). "Książka i Wiedza", Warszawa 1973, 448 pp.

The publication constitutes an analysis of changes in the youth movement in the specific conditions of the Nazi occupation. The analysis pertains to groups of youth revealing some organizational forms, acting independently and undertakings tasks typical for those fulfilled by clandestine organizations, i.e. ideological discussions, self-instruction, educational activity, social work in the environment, propaganda and military activities. Much attention is given to the history and to activities of The Association for the Youth Fight and of The Grey Troops (a clandestine organization of scouts). Both these organizations consid-

erably contributed to the Polish military activity against the Nazi military forces. The publication is based on information drawn from the clandestine press and from interviews with those activists who survived, as the archival material was extremely scarce due to damages in the times of the World War II.

In the first part of the book the author analyzes the general situation of youth during the Nazi occupation and the spontaneous clandestine activity during the years 1939–1941. Attention is then given to clandestine scouts' organization, clandestine socialist organizations, associations of peasant youth, national and catholic associations, and organizations of the Jewish youth in ghettos. Main characteristics of these organizations and the specific type of their activity are discussed at length.

328. KUBIK, KAZIMIERZ: **Historia szkolnictwa morskiego w Polsce.** (The History of the Marin Schooling in Poland). "Wydawnictwo Morskie", Gdańsk 1973, 308 pp., tab. 19, il. portr. tab. bibl.

This publication is the first outline of the history of the marine schooling in Poland. The book is divided into two parts. Part 1 presents the establishment and the development of the marine schooling in Poland after the liberation till the year 1939. Part 2 discusses four main types of the marine schooling in the Polish Peoples' Republic, i.e. 1) longshoremen training, 2) marine and naval training, 3) training specialist for fishery, 4) training specialists for the ship-building industry.

329. KURDE-BANOWSKA LUTZOWA, HANNA: **Działalność oświatowa Polaków za granicą w okresie Wielkiej Emigracji w latach 1831–1846.** (The Educational Activity of the Polish Emigrants During the Years of Great Emigration 1831–1846). *Przegląd Historyczno-Oświatowy* 1973, No. 3, pp. 313–336.

The article is devoted to the educational activity of the representatives of the what was called Great Emigration, i.e. the emigration from Poland during partitions, during

the years 1831–1846. An analysis is presented of the activity of the Association for the Scientific Aid which was established in 1832 in Paris. The Associaton aimed at facilitating the work and studies for the Polish youth by means of scholarships, courses for children and adolescents, schools for the Polish children and Military School in Montparnasse. Due to the activity of the Association the Polish Library in Paris was established functioning as a scientific, cultural and political center for the Polish emigrants. Attention is then given to the activity of the Polish Literary Society which was established in 1832 and to that of the London Association, Politechnical Association, Association for Useful Sciences and other smaller groups of emigrants. Special consideration is given to the Institute for Polish Women established in 1845 in Hotel Lambert with the aim to provide education for Polish girls, and to the Batignolles School, financed by Ledóchowski which functioned during the years 1842–1914.

330. ŁAKOMY, HENRYK: **Działalność Uniwersytetu Ludowego im. Adama Mickiewicza w Krakowie.** (Activities of the People's University in Cracow). *Przegląd Historyczno-Oświatowy* 1973, No. 3, pp. 356–378. Rez.

The author presents the educational activity of the Associations of the Adam Mickiewicz People's University in Cracow during the years 1900–1920. After a short outline of the history of the educational activity in Cracow the author discusses the programs of two centers of the People's University in Lwów and in Cracow. Attention is given to curriculum items as, for instance, liquidation of illiteracy, education for peasants and workers, democratization of education, anticlericalism and patriotism. The activity of the People's University embraced lectures, meetings, discussions, organization of the network of libraries, organization of traveling libraries for distant villages and settlements, publication of lectures and conducting general education and vocational courses. Activists of the People's University were recruited mostly from the group of researchers of the Jagiellonian University and from Cracow teachers.

331. MITERA-DOBROWOLSKA, MIECZYSŁAWA (ed.): **Protokoły posiedzeń Komisji Edukacji Narodowej.** (Minutes of the Sessions of the Commission for National Education). Ossolineum, Wrocław 1973, 491 pp.

The publication contains a set of minutes from the sessions of the Commission for National Education held during the years 1773–1785. Most of the minutes are based on primary texts published by Teodor Wierzbowski, there are, however, unpublished ones, i.e. the what are called concordates, dealing with the procedure of nationalizing Jesuits' property after the liquidation of their order. Beside concordates a vast number of resolutions and ordinances issued by the Commission are included and among others, the sole text of the ordinance obliging all the publishing houses to send a copy of each publication to the Library of Załuski, issued in 1781 as well as the sole copy of a "Groell privilege" appointing M. Groell the sole publisher of handbooks prepared by the Commission for people's schools. Many reports appeared in the publication, most of them dealing with financial aspects of the Commission's work. The documents reveal that the Commission paid regular salaries to teachers of people's schools. The minutes as well as concordates and reports present a complete picture of the first European centralized school administration.

332. PODGÓRSKA, EUGENIA: **Krajowy Związek Nauczycielstwa Ludowego w Galicji 1905–1918.** (The National Teacher Association in Galitia During the Years 1905–1918). "Nasza Księgarnia", Warszawa 1973, 184 pp., tab.

On the basis of archival material and memoirs the author discusses the origin and activity of The National Teacher Association in Galitia from the year 1905 till the end of World War I. The first part of the publication is devoted to the organizational structure of the Association, the scope of its activities and its relationship with other educational organizations and institutions. In the second part the program of educational reforms as postulated by the Association is presented as well as research work in the field of the educational theory which was

carried out by teachers within the frames of the National Association in Galitia. Much attention is also given to the activity of the Association in the times of World War I and especially to its fight for liberation of the country. An analysis follows of a journal published by the Association. The last chapter contains an evaluation of activities undertaken by the participants of the Association.

II. LAWS AND LEGISLATION

333. **Kodeks rodzinny i opiekuńczy.** (Legal Code for Family and Care Problems). Ed. 7. "Wydawnictwo Prawnicze", Warszawa 1973, 52 pp.

The publication is the seventh edition of the legal code for family and care problems which was adopted by the Polish Diet on February 25, 1964. The following problems are dealt with by the legal code: 1) marriage, conditions of marriage, rights and duties of the husband and the wife, financial aspects of marriage and divorce, 2) family bonds, parents and the child, adoption, relations between parents and children, parental authority, alimentation, 3) care for children and adolescents. The last chapter contains legal acts, interim acts and changes in the legal acts.

334. **Uchwała Sejmu Polskiej Rzeczypospolitej Ludowej** z dnia 13 października 1973 w sprawie systemu edukacji narodowej. (The Act of the Polish Diet from October 13, 1973 Concerning the System of the National Education). *Monitor Polski* 1973, No. 44, item 260.

The Act contains a brief evaluation of activities undertaken by the Commission for the National Education with a list of the educational objectives which were attained in the Polish People's Republic. Statistical data demonstrating the growth of education are then presented for the period of years 1946–1971. Tasks are then listed to be fulfilled by the Polish educational system in the coming years, i.e., acceleration of the intellectual devel-

opment in children and adolescents, preparation of the youth for social and professional activity, education in the affective domain, educational care for gifted learners, educational and tutelar activity for handicapped children and adolescents, modernization of curricula and teaching methods in schools of all types and levels, changes in the selection of candidates for studies at higher schools, integration of the educational activity of schools, social organizations, cultural associations and employing institutions. In the final part of the Act are listed the educational activities to be undertaken by the Government.

335. WINIARZ, JAN: **Odpowiedzialność cywilna z tytułu nadzoru nad dzieckiem.** (Civil Responsibility Connected with the Child's Supervision). "Wydawnictwo Prawnicze", Kraków 1973, pp. 119, bibl.

The author discusses the problem of responsibility connected with the child's supervision on the basis of the legal acts included in the civil and penal code as well as in the code of obligations. The most difficult cases are analyzed from the point of view of verdicts issued by the Highest Court of Justice of the Polish People's Republic. Chapter 1 presents sources of custody and supervision on the part of parents, supervisors or other persons in custody of the child. Successive chapters deal with the collective and individual responsibility, responsibility for an employee being in custody of a juvenile, responsibility of the juvenile himself, ways of repairing damages and a number of specific legal aspects of civil and penal responsibility.

336. **Zarządzenie Ministra Oświaty i Wychowania w sprawie połączenia Państwowych Zakładów Wydawnictw Szkolnych i Państwowych Wydawnictw Szkolnictwa Zawodowego.** (The Ordinance by the Minister of Education Concerning the Union of the State School Publishing House and the State Vocational School Publishing House). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 14, item 125.

On January 1, 1974 the two existing school publishing houses are transformed into a joint institution called "School and Educational Publishing House". The follow-

ing departments will form parts of the new institution: 1) Department for Social and Humane Publications, 2) Department for Science and Mathematical Publications, 3) Department for Technological Publications and 4) Department for Educational Publications. The new publishing house is to carry on the overall activities connected with the publication of school handbooks, supplementary materials for the pupils, teacher's books, dictionaries and school encyclopaedias, educational journals, audio-visual and graphic teaching aids and methodological materials for the teachers. Regulations for the new publishing house are included in an Annex.

337. **Zarządzenie No 53 Prezesa Rady Ministrów z dnia 13 lipca 1973 w sprawie utworzenia Instytutu Polityki Naukowej i Szkolnictwa Wyższego.** (Ordinance No. 53 Issued by the Prime Minister on July 13, 1973 Concerning the Establishment of the Institute for Scientific Policy and the Higher Education). *Monitor Polski* 1973, No. 32, item 196.

The Ordinance establishes a new Institute for Scientific Policy and the Higher Education in the place of the former Interuniversity Department for Research on the Higher Education. The Institute is to carry out research in the field of the development and modernization of the higher education in Poland as well as in the field of research activity at universities and at nonuniversity research centers. Tasks to be fulfilled by the Institute are to be formulated by the Ministry for Science, Higher Education and Technology or by the Polish Academy of Sciences. Activity of the Institute will concentrate round the following problems: 1) size, structure and distribution of the research potential in our country, 2) organization, planning, financing, managing and evaluating the research activity, and 3) structure, management and financing the higher education in Poland. The Institute will be supervised by the Minister for Science, Higher Education and Technology.

338. **Zarządzenie Ministra Oświaty i Wychowania w sprawie utworzenia Ośrodka Budowlano-Rozwojowego Pomocy Naukowych i Sprzętu.** (The Ordinance of the Minister of Education Con-

cerning the Establishment of the Industrial Research Center for Teaching Aids and School Equipment). *Dziennik Urzędowy Ministerstwa Oświaty i Wychowania* 1973, No. 14, item 122.

The Industrial Research Center for Teaching Aids and School Equipment has been established instead of the former Department for Research and Construction of the Teaching Aid Industry "Biofiz". The new Center will have its extensions in various regions of the country. The Center will be managed by the Director, the Scientific Council and the Council for Evaluating Research Projects. The tasks of the Center will be the following: 1) carrying out and coordinating research work in the field of constructing, validating and implementing new teaching aids and school equipment as well as equipment for other educational institutions and 2) research on the needs of schools and educational institutions in this field. Regulations pertaining to the activity of the Center are presented in an Annex.

III. GENERAL INFORMATION ON EDUCATION

339. JANISZCZEWSKA, IRENA (ed.): **Przegląd Pedagogiczny** 1973, No. 1/2, 224 pp.

The present issue of "Przegląd Pedagogiczny" contains the proceedings of the 2nd Psycholinguistic Seminar organized by the Institute for Educational Research and by the University of Warsaw. A review of theories is presented on the subject of grammar acquisition (M. Smoczyńska, M. Przetacznikowa, M. Kielar and J. Zdebski), acquisition of vocabulary and phraseological units (M. Kielar), and the development of speaking and writing skills (H. Wiśniewska). Basic vocabulary of children and adolescents is given consideration (M. Chmura-Klekotowa, E. Teklińska-Kotulska) and the minimum vocabulary of the Polish languages as determined through frequency studies (I. Kurcz). The influence of the phonic form on the reception of the text in 6— and 7-year-olds is also analyzed (H. Mystkowska). Attention is given to mental

processes accompanying the coding process (T. Woźnicki).

In the field of the psychology of foreign language acquisition a review of general theories was presented (B. Jankowski) as well as the results of research on the value of cognitive processes in counteracting inter— and intralanguage interference (H. Komorowska).

340. KIETLIŃSKA, ZOFIA: **Dziesięciolecie Międzyuczelnianego Zakładu Badań nad Szkolnictwem Wyższym.** (The Tenth Anniversary of the Establishment of the Interuniversity Department for Research on Higher Education). *Dydaktyka Szkoły Wyższej* 1973, No. 3, pp. 139–143.

The article presents an analysis of achievements attained during the first decade of work of the Interuniversity Department for Research on Higher Education. The Department was established in the year 1960 at the University of Łódź on the initiative of Professor J. Szczepański. At the beginning its name was Laboratory for Research on Higher Education. In 1962 the Laboratory was transformed into the Interuniversity Department for Research of Higher Education. In the year 1973 it was again transformed, this time into the Institute for Scientific Policy and Higher Education and as such is the first research center of this type in the socialist countries. The set of problems to be dealt with by the new Institute is the following: 1) selection of candidates for studies, 2) educational processes at studies, 3) graduates' careers, their preparation for the profession and employment, 4) the development of research workers, 5) extramural education at the academic level, 6) forms and methods of university instruction and teaching aids, 7) organizational structure and economic efficiency of university departments and research centers, 8) educational economics at day studies and at extramural departments, 9) methodology of planning the development of higher education and its socioeconomic efficiency, 10) organizational structure, managing and infrastructure of higher education.

341. KLIMASZEWSKI, BOLESŁAW: **Udział Polonii w wakacyjnych kursach Universytetu Jagiellońskiego.** (Participation of the Polonia in Summer Courses Organized by the Jagiellonian University). *Kultura i Społeczeństwo* 1973, No. 1, pp. 267–279.

Summer Courses in the Polish Culture for Foreigners and Poles from Abroad have been organized during the years 1931–1939 at the Jagiellonian University in Cracow and at the University of Warsaw. On the initiative of UNESCO, the Jagiellonian University decided to continue the courses given in three languages: English, French and Russian from the year 1969 on. The first course after World War II was held in Cracow thanks to the cooperation of the Association for Contacts with Polonia Abroad and of the Kościuszko Foundation. The second course took place a year later. In 1972 three six-week courses were held: 1) for students of Polish origin living in the United States, 2) for social workers and activists of the Polonia and 3) for students of Polish origin living in France, Switzerland and Belgium. 247 persons participated in these courses in the year 1972. The total number of participants during the years 1969–1972 amounts to 400. On 27 January, 1973 a Polonia Department attached to the Jagiellonian University in Cracow was established which will carry out research work on the sociology of Polish colonies in various countries. The Department will also function as a center for training youth of Polish origin living abroad.

342. KUBERSKI, JERZY: **Efektywna działalność wychowawcza podstawowym kryterium dobrze pracującej szkoły.** (Effective Educational Activity as a Criterion of the Proper School Functioning). *Wychowanie* 1973, No. 13, pp. 3–8.

The article by the Minister of Education lists the main trends in the educational activity of schools. The following tasks are pointed out: 1) formation of attitudes and education in the socioemotional sphere, 2) education through work and for work, 3) a new type of evaluation which would take into account independence, decision-making, social activeness, etc. 4) education for the future family life, especially in higher grades of the secondary

school, 5) promoting physical education, sport and tourism among children and adolescents, and 6) education through youth organizations participating in the Federation of Socialist Youth Organizations. Ways are then discussed to facilitate the educational activity of schools emphasis being given to the aid provided by the Institute for Research on Youth, by research and advisory centers. In the final part of the article the Minister points to the role of the teacher in the educational activity of the school system.

343. LADORSKI, HENRYK (ed.): **Informator o placówkach instytucjonalnych głównych zainteresowań młodzieży.** (A Guide to Institutionalized Centers for Youth Interests). Ośrodek Informacji Naukowej, Technicznej i Ekonomicznej Prezydium Wojewódzkiej Rady Narodowej w Poznaniu. (A Center for Scientific, Technical and Economic Information Attached to the Voivodship Council in Poznań). Poznań 1973, 208 pp. ill. tab.

The publication contains a list of institutionalized centers for youth interests in the region of Poznań, accompanied by their detailed description. The Centers are of the following types: 1) youth organizations or social organizations cooperating with youth organizations, 2) post-primary and academic schools, 3) centers for out-of-school education, 4) cultural centers and 5) sport centers and sport organizations.

344. MILLATI WIESŁAW: **Organizacja szkolnictwa artystycznego w Polsce.** (Organization of the Art Schooling in Poland). Centralny Ośrodek Pedagogiczny Szkolnictwa Artystycznego. (The Main Center for Education in Art Schools). Materiały Pomocnicze dla Nauczycieli Szkół i Ognisk Artystycznych). (Supplementary Materials for Teachers of Art Schools and Art Centers). Warszawa 1972, 123 pp. tab. bibl.

The publication contains a historical review of the development of art schooling in Poland till the year 1939 as well as an analysis of stages in the development of art schooling in the Polish People's Republic. Attention is then given to the structure of art schooling in the present-day educational system, the network of schools and centers, their curricula and teaching methods. The organ-

ization of the teaching process is discussed at length as well as the educational cadres, in-service and pre-service training of teachers and the employment rights and duties of graduates. The last chapter is devoted to prospects of development of art schools. A bibliography is included as well as a list of legal acts concerning the establishment, structure and functioning of art schools in Poland.

345. OKOŃ, WINCENTY: **Edukacja zaangażowana.** (The Committed Education). *Trybuna Ludu* 1973, No. 294, p. 10.

The author discusses the developmental trends of the Polish educational system initiated by the Act of the Polish Diet from October 13, 1973. The Act ended the first stage of the activity of the Committee of Experts in Education, of the Main Committee for Prognosticating Education and of other institutions and teams working on the educational model for the Polish society. Emphasis is given to the formation of the educative society, which calls for the cooperation of family education, youth organizations, employing institutions, social and cultural centers and the mass media. Attention is also drawn to the promotion of the secondary education which will replace the eight-year obligatory school by a ten-year obligatory secondary school. The new type of school will be followed by a two-year school preparing for the university education or by the vocational training. A discussion follows of the equal educational opportunity to be established as a consequence of the promotion of the preschool education and of the primary education in district, collective schools. In the final part of the article pre— and in-service teacher training is discussed at length.

346. OKOŃ, WINCENTY: **Pedagogika na II Kongresie Nauki Polskiej. Ocena rozwoju nauk pedagogicznych.** (Educational Sciences at the 2nd Congress of Polish Science. Evaluation of the Development of Polish Educational Sciences). *Przegląd Pedagogiczny* 1973, No. 3, pp. 9–20.

The author discusses developments in the field of education in the period of time between the 1st Congress (1951)

and the 2nd Congress of Polish Science (1973). Attention is given to a number of new branches in educational sciences, e.g. to methodology of particular subject areas, theory of vocational education, higher school didactics, military didactics and the theory of educational systems. Stress is also laid on the cooperation established between pedagogy and a group of other disciplines such as, for instance, philosophy, psychology, sociology, anthropology, mathematics and cybernetics. Discussing the advances in the field of educational sciences the author points to the correlation as between achievements on the one hand and the educational needs of the country, on the other. The needs in question have been satisfied by the Ministry of Education by means of establishing five central and nineteen regional institutes of educational sciences. In the final part of the article the author stresses the necessity to base educational research on solid methodological foundations. The annex contains 400 bibliographical items embracing Polish books and articles published in our country during the years 1951–1973.

347. OZGA, WŁADYSŁAW: **Zagadnienie ustrojowo-organizacyjne szkolnictwa.** (Organizational Problems of the School System). *Ruch Pedagogiczny* 1973, No. 4, pp. 476–490.

The author discusses the main postulates advanced in "The Report on the State of Education in the Polish People's Republic" which has been prepared by the Committee of Experts in Education and on the basis of these considerations advances several postulates on the subject of the organization of schooling. In the first part of the article the author points to a relatively low degree of training efficiency as stated in "The Report" and analyzes the elements of the educational system which ought to be modernized, i.e. the organization of schooling, curricula and handbooks. Then a discussion follows of the four educational principles promoted by the Committee of Experts i.e. 1) education for all, 2) liquidation of blind alleys, 3) flexibility, and 4) a broad educational profile. The author points to two principles which in his opinion have been omitted in "The Report", i.e. to the principle

of free education and to that of the uniform education. In the final part of the article organizational postulates advanced by the Committee are discussed. Instead of the postulated three-cycle school (three years of initial instruction, five — of secondary education and three — of differentiated curricula biased according to pupil's interests) the author suggests a ten-year obligatory school covering three years of in tial instruction and seven years of secondary education. The ten-year school is to be followed, according to the author's postulates, by a two-year vocational training or by one year of preparation for academic education for those who want to undertake it.

348. PARNOWSKI, TADEUSZ (ed.): **Z warsztatu podręcznika szkolnego.** (The Construction of Handbooks — Writing and Publishing). PZWS, Warszawa 1973, 392 pp.

The publication is divided into four parts. Part 1 deals with the main difficulties encountered by publishing houses in Poland and abroad. Part 2 discusses links between the preparation of the handbook and the development of the educational sciences. Part 3 is devoted to some selected problems of editing school handbooks. Part 4 analyzes modern requirements for the art of printing handbooks. Basic articles included in the publication are the following: W. Okoń, "The Content and Function of the School Handbook", K. Lech, "Theoretical Foundations for the Construction of Teachers' Books", Cz. Kupisiewicz, "Methods of Programmed Instruction and Their Application to Handbook Construction", F. Polaszek, "The Specific Character of Handbooks for Vocational Schools Against the Background of the General Theory of Handbook Construction", W. Pokojski, "Construction of Handbooks for Special Schools", W. Pielasińska, "Methodology of Research on School Handbooks"; E. Prządko, "Comparative Analyses and Surveys in Working Out Concepts of the Structure and the Editorial Form of the Handbook", A. Czachowski, "Typography of Handbooks and the Accompanying Teaching Aids".

349. **Pozaszkolna działalność wychowawcza z dziećmi i młodzieżą.** (Out-of-School Activity for Children and Adolescents). Ministerstwo Oświaty i Wychowania, Warszawa 1973, 44 pp.

The publication contains the following reports: 1) a report by Wiesław Krauze, in which tasks of educational institutions which are in charge of the out-of-school education are discussed at length, 2) a report containing organizational guidelines for the organization of out-of-school education for children and adolescents, 3) Ordinance issued by the Minister of Education dated May 15, 1973, concerning the establishment and structure of institutions for the out-of-school education, and 4) agreement concerning the cooperation of Ministry for Education, Ministry for Culture and Art and the Central Council of Trade Unions in the field of the out-of-school education for children and adolescents, issued on July 1, 1968.

350. **Prognoza rozwoju oświaty i wychowania.** Projekt. (A Prognosis of the Development of Education. A Draft). Ministerstwo Oświaty i Wychowania. Główna Komisja Prognozowania Resortu Oświaty i Wychowania. (Ministry of Education. The Main Committee for Prognosticating at the Ministry of Education). Warszawa 1973, pp. 97, tab. err.

The draft of prognosis is a document prepared by the Main Committee for Prognosticating attached to the Ministry of Education. The Committee was established on November 11, 1971 on the force of the ordinance issued by the Minister of Education and Higher Education. The publication contains a speech delivered by the Deputy Minister of Education Jerzy Wołczyk at the plenary session held on December 16, 1971 as well as a report by Professor Jan Szczepański, the President of the Committee of Experts in Education. An article dealing with the most important aspects of educational prognosticating by Ryszard Wroczyński as well as an article on the methodology of educational prognosticating by Stanisław Kowalik are also included. Part 2 of the publication contains guidelines of the Main Committee for Prognosticating the Development of Education to be followed by local educational boards. A review of activities undertaken by the Committee is also presented. A list is also included of authors

preparing basic materials for a synthesis to be worked out by the Committee.

351. **Rok Nauki Polskiej.** Podstawowe materiały. (The Year of the Polish Science). Ossolineum, Warszawa 1973, 51 pp.

The publication issued on the occasion of the Year of the Polish Science contains the following materials: the Resolution of the Political Bureau of the Polish United Workers' Party, the Resolution of the Committee for the Organization of the Year of the Polish Science, a lecture delivered by the President of the Council of State on the occasion of the inauguration of the academic year at the Jagiellonian University in Cracow on September 30, 1972, a report by the Prime Minister P. Jaroszewicz explaining the reasons for the proclamation of the Year of the Polish Science, presenting main activities to be undertaken on this occasion in the field of the social development of the country, the preservation of the natural environment, spatial planning, modernizing the industry and health service, a speech by the Secretery of the Central Committee J. Szydlak at the 2nd Congress of the Polish Science on February 19, 1973 in Warsaw and a speech delivered by the Head of the Department for Science and Education at the Central Committee of the Party.

352. ŚWIĄTEK, MACIEJ: **O model szkoły gminnej.** (The Model of a District Collective School). *Nauczyciel i Wychowanie* 1973, No. 4/5, pp. 149–152.

The article is a report on the session for headmasters of district collective schools held by the Ministry of Education, March 22–23, 1973. The session took place in the presence of the Deputy Prime Minister (J. Tejchma), the Head of the Department for Science and Education (R. Jezierski), the Deputy Minister of Education (J. Wołczyk) and the President of the Polish Teachers' Association (B. Grześ). Three main problems have been discussed, i.e. 1) the role of the district collective school in the process of changes in the present-day agriculture, 2) conditions for the proper functioning of the district collective school, and 3) methods of fulfilling didactic educational and tute-

lar functions. Attention was given to hindrances in the work of the district collective school, i.e. to defficiencies in the school network and in the school transport. Negative attitudes on the part of some parents toward the liquidation of nonfull primary local schools were also pointed out.

353. WILOCH, TADEUSZ JAN: **Ustrój szkolny.** (The Organization of Schooling). PWN, Warszawa 1973, 205 pp.

The publication presents the concept of organization of schooling revealing specific features in the structure of schooling in various countries. The school system is here defined as a system of institutions functioning within the educational reality of a given country and having its equivalents in other countries, the specific character of which sets forth different requirements and different educational objectives owing to the differing socioeconomic and cultural characteristics. Part 1 of the book presents assumptions of the school system in the Polish People's Republic and contains an analysis of schools by types and levels. Part 2 presents school systems of socialist and some selected capitalist countries, e.g. English, Austrian, French, Japanese, West German, Swedish and Italian.

354. WOJTYŃSKI, WACŁAW: **Perspektywy rozwojowe polskiej szkoły.** (Development Prospects of the Polish School). *Ruch Pedagogiczny* 1973, No. 4, pp. 454–468.

In the present article the author discusses the following tasks of the school system: 1) clarification of the educational objectives and working out new forms and methods of achieving desirable effects in the affective sphere, 2) preparation of reliable socioeconomic indicators for the training of specialists for the national economy, 3) promotion of the educational principle of flexibility in the school system as well as of the educational principle of a broad training profile by means of modernizing teaching methods, curricula and handbooks, 4) pre— and in — service training of teachers at the academic level, and 5) gradual promotion of the secondary obligatory education by means of implementing 10 or 11-year oblig-

atory school with the compulsory education until the age of 18 as well as by means of ensuring equal educational opportunity for learners from differing social strata and geographical areas.

355. WOŁCZYK, JERZY: **Ważny etap realizacji nowej polityki oświatowej.** (An Important Stage in the Implementation of the New Educational Policy). *Ruch Pedagogiczny* 1973, No. 4, pp. 416–426.

Jerzy Wołczyk, the Deputy Minister of Education, discusses the main principles of the new educational policy to be partially implemented in the school year 1973/74. The following factors are discussed: 1) attainment-oriented school in which stress would be given to raising the educational achievement in the field of science, the mothertongue and foreign languages, 2) selective curricula which would make it possible to promote learners with one or two dissatisfactory marks at the end of the school-year, 3) primary school for integral education which would closely cooperate with the kindergarten thus ensuring full educational care for the children, 4) intensification of lesson procedures by means of individualization accompanied by new methods and techniques of instruction as well as by means of promoting inservice teacher training, 5) educational counselling for teachers ensured by teams of visiting teachers and inspectors employed either in Educational Boards or in district sections of the Institute for Teacher Training and 6) liquidating differences in the quality of instruction provided by schools in various geographical areas.

See also: 334, 392, 409, 423—424, 427, 431, 434.

IV. SOCIAL AND EDUCATIONAL SCIENCES

356. ADAMSKI, WŁADYSŁAW: **Problemy partnerstwa młodzieży w procesie wychowania.** (Adolescents as Educational Partners). *Nauczyciel i Wychowanie* 1973, No. 4/5, pp. 21–28.

The article aims at the interpretation of guidelines advanced at the 7th Plenary Session of the Central Com-

mittee of the Polish United Workers' Party. Emphasis is given to forms and means permitting to shape the educational activity so as to increase the role of youth being now a subject and not only the object of the educational influence. The author analyzes views of the youth concerning their role in the educational process. Considerations are based on the results of a survey carried out in 1972. The survey was initiated by the Department for Research on Youth attached to the Higher School for Social Sciences. A sample formed by representatives of three Polish youth organizations (The Polish Students' Association, The Association of Peasant Youth and The Socialist Youth Organization) was examined by means of a questionnaire circulated among 602 young activists. The author analyzes the present-day social situation of the young people in higher schools and in employing institutions stressing the need to change forms of the educational influence especially in the educational work with the young people with a high educational level and professional qualifications.

357. ADAMSKI, WŁADYSŁAW and GRZELAK, ZDZISŁAW: **Pokolenie odnowy — „Młodzi 1971".** (The Generation of the Renewal — "Youth 1971"). Wyższa Szkoła Nauk Społecznych przy KC PZPR. (Higher School for Social Sciences Attached to the Central Committee of the Polish United Workers' Party), Warszawa 1972, 42 pp. tab.

The publication contains results of the research carried out in 1971 by the Center for the Research on Youth attached to the Higher School for Social Sciences. Data were collected owing to the cooperation with three journals in which the questionnaire has been published ("Nowa Wieś", "Perspektywy" and "Walka Młodych"). 6569 questionnaires were returned to the Center by young people from various regions of the country. On the basis of data obtained Władysław Adamski discusses innovational attitudes and experiences of the youth. Attention is drawn to aspirations in the young people as well as to their expectations. Zdzisław Grzelak analyzes the data obtained from the point of view of attitudes toward the political leaders of the country.

358. BORZYSZKOWSKA-SĘKOWSKA, FELICJA: **Przyczyny deprawacji nieletnich dziewcząt.** (Etiology of the Lowering of Moral Standards in Young Girls). **Ruch Pedagogiczny** 1973, No. 5, pp. 700–707.

The author presents the results of research on the etiology of juvenile delinquency. Investigations have been conducted on a sample of 122 delinquent girls from the House of Correction in Warsaw. Research lasted throughout the year 1971 and 1972. A variety of research techniques were used accompanied by constant observation by the researcher. In the present article data are discussed which have been collected by means of directed and free compositions. On the basis of research results a hierarchy of causes which account for the delinquency in girls was worked out. Alcoholism was found to be the most common cause of delinquency (about 59 percent of the total number). The author analyzes the social aspect of alcoholism, its impact upon the youth and the manysided effect it has on the personality of adolescents.

359. ĆWIOK, EDWARD: **Postawy wychowanków wobec rodziny i zakładu.** (Pupils' Attitudes Toward the Family and the Orphanage). *Problemy Opiekuńczo-Wychowawcze* 1973, No. 7, pp. 40–41.

The article reports on research carried out in one of the orphanages in the City of Malbork. Investigations embraced children aged 12–18 and were conducted by means of questionnaires and interviews. An analysis was then completed of the children's attitudes toward the family and the orphanage. Research revealed that the emotional links with the family are stronger in girls, although their attitudes are more often strongly negative. A considerably smaller amount of contacts were revealed by boys, however their evaluation of the family was usually less critical than that of the girls. Girls were also found to reveal stronger emotional contacts with brothers and sisters. On the average a more positive attitude was stated in children toward the orphanage than toward the family. A desire to live with brothers or sisters was found almost only in boys.

360. DRWAL, RADOSŁAW Ł.: **Wpływ procesów emocjonalnych na wydajność myślenia twórczego.** (The Impact of Emotional Processes on the Efficiency of Creative Thinking). *Przegląd Psychologiczny* 1973, No. 2, pp. 157–173.

The article contains a review of Polish and foreign writings on the impact of emotional processes upon the efficiency of creative thinking as well as a report on research carried out in the year 1969/70 on a sample of students at the freshman year, Dpt. for Psychology, University of Warsaw. The impact of the following factors on creative thinking has been examined: 1) positive emotions, 2) negative emotions, 3) activation, 4) motivational level and 5) stress. A detailed analysis of results obtained in the course of research follows in which the author points to the hindering effects of negative emotions, too low or too high activation levels as well as of emotional stresses. The superiority of internal motivation is pointed out as well as the role of strong, positive emotions.

361. HERNIK, MAREK: **Problemy socjalizacji młodzieży społecznie niedostosowanej w warunkach grupy półwolnościowej.** (Socialization of Socially Maladjusted Youth in Semiliberational Conditions). *Ruch Pedagogiczny* 1973, No. 5, pp. 707–709.

The author discusses the functioning of a semiliberational group as one of the forms of resocialization. Investigations on which the discussion is based have been conducted at one of the Houses of Correction. Its 70 participants divided into four groups learn in primary or postprimary vocational school during the afternoon and in the morning acquire basic practical knowledge of a profession in the Agricultural Building Factory. Instruction in school is organized after the condensed model, i.e. each year the pupils cover the program of two years as compared to regular day schools. The primary school organizes grades VII–VIII and the postprimary vocational school — grades I–II. Participants are directed to the semiliberational group either by the representatives of the House of Correction or on the basis of their own request. Because of the specific type of the above mentioned resocialization form all the adolescents in the groups have to fulfill the

following conditions: a) suitability for group resocialization, b) a very good health state, c) age above 16, d) suitability for the profession. The author discusses factors influencing the success of semiliberational group resocialization, i.e. the establishment of group self-government, ensuring proper educational care, carrying out recruitment from several houses of correction and ensuring a proper status for educators of these groups.

362. IZDEBSKA, HELENA: **Rola rodziny w kształtowaniu autorytetu szkoły.** (The Role of the Family in the Formation of the School Prestige). *Nauczyciel i Wychowanie* 1973, No. 4/5, pp. 67–70.

The author discusses a set of problems connected with the cooperation between the school and the home environment of the learner and the role of this cooperation in the over-all educational process. The impact of close relationship between the two types of the child's environment on the school prestige is also analyzed at length. A discussion follows of the most common mistakes on the part of the educators and on the part of parents as well as of ways to establish a harmonious activity which would prevent serious behavioral disturbancies in children and counteract difficulties arising in the course of the development processes.

363. IZDEBSKA, HELENA: **Więź rodzinna w świetle wypowiedzi młodzieży.** (Emotional Bonds in the Family in the Light of Adolescents' Compositions and Memoirs). PZWS, Warszawa 1973, 96 pp. bibl.

The publication contains a collection of compositions written by adolescents on the subject of marriage, family, coexistence of generations and educational methods. The book is based on material obtained during the survey carried out in the year 1970 at two Warsaw universities: the University of Warsaw and the Warsaw Technological University. Free compositions and fragments of memoirs were collected from 200 students aged 19–22 from various social strata and various geographical regions. The materials are grouped as follows: 1) a model family, b)

emotional bonds in the family, 3) generations in conflict, 4) evaluation of educational methods and 5) establishing close emotional links in the family.

364. JUNDZIŁŁ, IRENA: **Rola spółdzielni uczniowskich w systemie wychowania dzieci i młodzieży.** (The Role of Pupils' Cooperatives in the Education of Children and Adolescents). *Nauczyciel i Wychowanie* 1973, No. 2, pp. 54–68.

The article is based on research carried out in a sample school in the region of Gdańsk. Investigations concerned the possibilities to establish pupils' cooperatives in primary and secondary schools, the role of cooperatives in the educational process, their impact on the development of economic thinking and economic activity. Attention was given to types of motives for undertaking work in the cooperatives, i.e. to practical, cognitive, social and formal ones. A detailed analysis is presented of research results obtained by means of a questionnaire distributed among 890 persons. On the basis of the analysis postulates are advanced concerning methods and forms of establishing pupils' cooperatives as an integral element of school's educational system.

365. KAWULA, STANISŁAW: **Kształcenie pedagogiczne rodziców.** (Pedagogical Training for Parents). *Nauczyciel i Wychowanie* 1975, No. 4/5, pp. 57–66.

The author discusses the pedagogical knowledge of parents and the educational needs in this respect. On the basis of data drawn from research carried out in 1972 on random sample of 663 parents from the region of Toruń the following problems are discussed: 1) a correlation as between the amount of education in parents and their pedagogical knowledge, 2) a correlation as between the educational skills in parents and the school success in children, and 3) a correlation as between the pedagogical knowledge in parents and the level of children's aspirations on the one hand and their parents' expectations connected with the child, on the other. Research revealed that the pedagogical knowledge of parents increases with the growth of the amount of education. A high correlation was also stated as between the amount of pedagogical

knowledge and the child's school success. Parents with a high degree of the pedagogical knowledge revealed a higher expectation level connected with the child, while their children demonstrated a considerably higher level of aspirations. Conclusions are therefore drawn pertaining to the role of the family factor in the school career and in the social and professional status of the pupil after graduation. The second part of the article is devoted to the nature of the pedagogical knowledge. In the light of the analysis the author postulates to promote the following educational forms for the pedagogical training of parents: 1) training primary school pupils with the view to their family life, 2) course training for adolescents provided by out-of-school educational institutions, 3) permanent education via mass-media, 4) educational counselling in advisory educational centers, 5) lectures and meetings with adults.

366. KAWULA, STANISŁAW: **Rodzina a start społeczny młodzieży.** (The Family and the Professional Start of the Polish Youth). *Ruch Pedagogiczny* 1973, No. 6, pp. 745–768.

The article contains an analysis of the family factor in the school and professional career of the individual. The discussion is based on research results obtained on the subject of the family impact during the investigations which have been carried out in Poland during the last two decades. The author states that the influence of the factor in question on the professional start cannot be sought without a complete analysis of its role throughout the kindergarten, the primary and the secondary schooling. In the first part of the article the author analyzes the role of the family factor at the pre-school age giving special attention to the amount of education in parents, living conditions and the educational influence at home. Statistical data are presented drawn from research by B. Wilgocka-Okoń and L. Wołoszynowa. In the second part of the article the family factor in the primary school is discussed, special attention being given to the participation in culture and to the educational self-consciousness of the parents. Research is also quoted which has been carried out by A. Majewska, S. Batawia, H. Izdebska,

M. Tyszkowa, J. Konopnicki and Z. Kwieciński. The third part of the article is devoted to the impact of family during the secondary education of the pupil and especially to the level of aspirations in parents, their social and professional status. Data are drawn from research by S. Kawula, K. Suszek and M. Kozakiewicz. The final part of the article deals with the learning in postprimary and in higher schools as influenced by family and the environmental factors. Research is discussed which has been carried out by I. Reszke, I. Nowakowska, A. Sikora, K. Witecki and J. Osiński.

367. KOŁODZIEJ, ALEKSANDER: **Rola grup społecznych i osób znaczących w procesie przystosowania społecznego jednostki.** (The Role of Social Groups and Significant Persons in the Process of Socialization). *Psychologia Wychowawcza* 1973, No. 2, pp. 173–181, bibl.

The author discusses personality formation in socially adjusted and in socially maladjusted adolescents on the basis of research which was carried out in the year 1972 on a sample of 143 14-year-olds. Investigations were conducted by means of the author's own personality test as well as of the Roe and Siegelmann's scale. In the present article conditions indispensable for the proper course of socialization are discussed. Stress is given to a positive self-evaluation being formed in the course of interactions in various social groups such as, for instance, kindergarten, primary school, youth organizations, peer groups as well as under the influence of significant persons such as, for instance, parents, teachers, leaders of peer groups or favorite film heroes. Much attention is also given to the role of other people's attitudes toward the individual, their acceptance, respect and the conformity of interests within a social group. Mutual relationship between the individual and the social group is discussed at length.

368. KUPCZYK, JAN: **Wyrównanie szans młodzieży a korepetycje.** (Ensuring Equal Opportunities for Adolescents and the Problem of Private Lessons). *Ruch Pedagogiczny* 1973, No. 4, pp. 510–514.

Stress is given in the educational activity of the present-day in Poland to the problem of ensuring equal opportu-

nities for children and adolescents from various social strata and geographical areas. In conformity with the main guidelines of the educational policy a vast number of kindergartens, boarding-houses and collective schools were established. A significant part in counteracting these efforts is played by private lessons. The article is based on a small-scale research which embraced adolescents from two urban secondary schools. The data obtained point to the fact that about 50 percent of learners are coached outside school by private teachers at paid lessons. The mojority of secondary school pupils attend these lessons for three or four months a year, there are, however, many who attend systematically not to speak of those who were provided additional instruction as early as the primary school. The subjects with the greatest percentage of private lessons are the Polish language, mathematics and science. The present situation hinders true democratization of the educational system, stressing the socioeconomic differences between families. The author discusses ways to counteract the undersirable phenomenon by means of promoting individualization in the educational process, increasing the number of lessons for backward learners and ensuring proper educational care for slow students.

369. KURJANIUK, JERZY: **Laboratoria językowe.** Struktura techniczna a funkcja dydaktyczna. (Language Laboratories. Their Technological Structure and Didactic Functions). PWN, Warszawa 1973, 180 pp., ill. tab. bibl.

On the basis of theoretical considerations as well as empirical research the author presents solutions of some methodological problems connected with language laboratories so as to bring their technological shape closer to their didactic function. Chapter 1 contains characteristics of basic teaching methods in the field of foreign language instruction. Chapter 2 presents an analysis of these methods from the point of view of designing and utilizing language laboratories. Chapter 3 contains a classification of laboratory equipment produced in Poland and abroad followed by descriptions of most commonly used types of language laboratories. Chapter 4 presents new designs of

laboratories which permit to follow the methodological postulates more precisely and more completely. Chapter 5 is devoted to the efficiency of the process of instruction based on laboratory drills. The last chapter deals with some methodological and technological aspects of the educational process employing the language laboratory as a teaching aid.

370. LIPKOWSKI, OTTON: **Wiktymologia a pedagogika resocjalizacyjna.** (Victimology and the Resocialization Pedagogy). *Pedagogika Specjalna* 1973, No. 3, pp. 218–224. Rez.

The author discusses the role of victimology and the importance of its contacts with the resocialization pedagogy in houses of correction and other institutions for the socially maladjusted adolescents. Research on the interdependence between the wrong-doer and his victim will: 1) state the conditions encouraging the wrong-doer thus helping to eliminate most of these situations, 2) state the eventual guilt of the victim thus enabling the educators to prevent conflict situations, and 3) state the course of events thus furnishing data for developmental education as well as for special pedagogy. The author points to the fact that agression is usually oriented toward some of the peers or some of the teachers and not toward all of them. Analyzing these aspects from the point of view of the resocialization pedagogy the author states that agression in houses of correction is most often oriented toward newcomers or those who have no strong support from the part of the educator. Therefore a group of pupils can easily be distinguished which by their very existence provoke aggression and should therefore be most minutely observed. An analysis follows of features of educators provoking aggression of maladjusted adolescents. Conclusions follow concerning the use of data furnished by victimology.

371. MISIORNY-FITZ, MARIA: **Ocena i perspektywy placówek opieki całkowitej.** (Evaluation and Prospects of Tutelar Educational Institutions). *Problemy Opiekuńczo-Wychowawcze* 1973, No. 7, pp. 7–10.

The author discusses the set of problems connected with the functioning of tutelar institutions such as, for in-

stance, orphanages, family education centers, substitute families and tutelar first aid institutions. The increasing demand for proper educational care is pointed out as far as orphans, the what are called social orphans and socially maladjusted children and adolescents are concerned. Demands in this field refer to the increase of expenditure on tutelar institutions, number of educators and psychologists in these institutions, qualifications of educators employed in centers of this types and number of places in tutelar institutions. In the second part of the article the author discusses the forms and methods of exercising tutelar activity, stress being given to the cooperation as between the tutelar institution and the local educational board, to education for the future family life and to the proper diagnosis of the child's emotional, social and intellectual development.

372. MOSKAL, FELIKS: **O współczesny model opiekuńczo-wychowawczy.** (A Modern Model for Educational and Care Activity). *Problemy Opiekuńczo-Wychowawcze* 1973, No. 8, pp. 7–8.

The article postulates to implement a new model for educational and tutelar activities which would be adjusted to the role and function of the present-day educational institutions. The first part of the article contains characteristics of a traditional model of educational and tutelar functions as constructed by three outstanding educators: Józef Czesław Babicki, Janusz Korczak and Antoni Makarenko. In the second part of the article the author points out elements of this model which need modernization due to the changes in the social and economic conditions of pupils on the one hand and educational institutions, on the other. Considerations follow of the necessity for closer contacts with child's environment as the percentage is growing of children who are directed for a transitory stay at a tutelar institution and are expected to come back to their home environment. A discussion is illustrated by research results obtained in the course of investigations which covered all the educational and tutelar institutions in the region of Bydgoszcz.

373. POSPISZYL, KAZIMIERZ: **Zastosowanie Inwentarza Osobowości H. J. Esyencka w badaniach nad młodzieżą wykolejoną.** (The Eysenck Personality Inventory in the Research on Delinquent Adolescents). *Przegląd Psychologiczny* 1973, No. 2. pp. 193–209.

The author analyzes the usefulness of Eysenck's theory and his method of diagnosing personality features for the research on delinquent adolescents. A report is presented on research concerning juvenile delinquents aged 15–18 and on a comparative analysis of the results obtained from research on adolescents from regular day schools. The bulk of data was divided into four groups: 1) compensatory group, 2) group of adolescents from the house of correction, 3) semiliberational group, and 4) control group. In the present article the author analyzes a correlation as between introversory and extroversory on the one hand and delinquency, on the other. Research revealed that extrovertic personality is definitely more susceptible to delinquency, a statistically significant difference having been found as between the delinquent and the nondelinquent groups. Attention is also drawn to the neurosis scale in the Eysenck's Inventory and to the correlation as between the results obtained in both groups. On the basis of statistical data the author states the usefulness of the inventory for research on juvenile delinquents especially in the aspect of types in the deliquent behavior.

374. PUSZKIN, BARBARA: **Zróżnicowana ocena zachowania uczniów w działalności szkół warszawskich.** Historia badań i wdrażania eksperymentu w latach 1967/68 i 1971–72. Materiały dla nauczycieli szkół podstawowych i średnich. (A Differentiated Evaluation of the Pupil's Behavior in the Activity of the Warsaw Schools in the Years 1967/1968 and 1971/1972. Materials for Primary and Secondary School Teachers). Kuratorium Okręgu Szkolnego, Okręgowy Ośrodek Metodyczny m.st. Warszawy, Warszawa 1972, pp. 108. ill. tab.

The concept of a new, differentiated evaluation of the pupils' behavior was worked out by A. Lewin, Head of the Department for the Theory of Education in the Insti-

tute for Educational Research during the years 1964–1966. Evaluation is carried out in the following domains of the pupils' behavior: 1) socialization reflected in the participation in the school life or in the life of the community, 2) behavioral norms reflected in the pupil's contacts with adults and peers, 3) attitude toward work with regard to school learning. Evaluation based on a five-point verbal-descriptive scale is carried out by the teacher who has to take into consideration the pupil's self-evaluation and the evaluation of this pupil by the class collective. The author presents a detailed analysis of the implementation of the new educational technique to several Warsaw schools in the school year 1968–1969 and the functioning of this technique in the school year 1971/1972 when it was introduced as the sole obligatory technique for the evaluation of pupils' behavior.

375. RATAJ, MARIAN: **Praca pedagogiczna z uczniami uzdolnionymi.** Stan aktualny i zadania. (Educational Work with Gifted Students. The Present Situation and Tasks). *Nauczyciel i Wychowanie*. 1973, No. 4/5, pp. 105–112.

The author discusses the problem of talent hunt and the training of gifted students. The present state of talent hunt is described as well as tasks to be fulfilled by the Polish educational institutions in this respect. Main difficulties are also analyzed in this field as well as causes underlying the dissatisfactory level of training gifted students. The following causes are pointed out: 1) stressing the quantitative aspect of the educational process during the first years after the liberation, 2) lack of a consistent theory of training gifted students. The second part of the article is devoted to forms and techniques of training gifted students and among others to biased classes with differentiated curricula and teaching plans, seminar-type classes, groups covering an extended curriculum in the field of one subject, clubs, societies and Olympic Games in the field of particular subject areas. The author postulates to introduce educational forms of work with gifted learners as early as in the primary school.

376. RZĄSA, ADAM: **O uczniach wybitnie zdolnych.** (Gifted Learners). *Wieś Współczesna* 1973, No. 9, pp. 138–143.

The author points to the necessity of special educational activity oriented toward the gifted learners who have been so far neglected, the instruction being oriented mainly toward average and poor students. A survey is presented carried out by the students at the Teacher Training College in Rzeszów on the subject of the gifted learners in primary and secondary schools in the region of Rzeszów. Data collected in the survey demonstrate correlations as between the number of gifted learners and a) the quality of instruction in the primary school, b) the living conditions and c) the number of additional educational activities as, for instance, Olympic Games in the field of particular subject areas, clubs and societies. In the final part of the article the author discusses techniques of the talent hunt, i.e. psychological tests, intelligence tests, attitudinal scales, environmental research, etc. The author is against the establishment of schools for gifted learners. In his opinon, gifted learners should be educated in regular schools, although the approach on the part of the teacher should be individualized as far as the teaching content and the teaching methods are concerned.

377. SIEMIEŃSKA, RENATA and JASIŃSKA, ALEKSANDRA: **Wzór osobowy człowieka socjalistycznego propagowany przez system oświatowo-wychowawczy.** (A Model Socialist Personality as Formed by the Educational System). *Dydaktyka Szkoły Wyższej* 1973, No. 3, pp. 41–76. Rez. Sum. Rés.

Changes in the model socialist personality promoted by the Polish educational system have been analyzed on the basis of school handbooks, school curricula and press publications issued by youth organizations of the Polish People's Republic. The authors discuss bundles of features characteristic for the model personality pattern on the example of heroes presented at lessons of the Polish language at different stages of the development of the Polish socialism. The following conclusions are drawn: 1) modifications in the personality pattern are consistent with changes revealed in ideological sources, especially those pertaining to youth organizations, 2) differences

are demonstrated in the variety of heroes and in the presentation technique, 3) all the personality patterns are presented on the example of living and not abstract persons, 4) personality patterns are presented merely in the aspect of fight or activity, which does not permit to present solutions useful for the every day life, and 5) the type of the hero originates mainly from the ideological materials and is seldom promoted by literature. In the second part of the article the authors discuss some psychological aspects of approving personality patterns and modeling the followers' personality characteristics after them.

378. SKORNY, ZBIGNIEW: **Formy i źródła agresji u dzieci i młodzieży.** (Forms and Sources of Aggression in Children and Adolescents). *Psychologia Wychowawcza* 1973, No. 3, pp. 315–324, bibl.

The author analyzes sources, conditions, causes and mechanisms of aggression in children and adolescents. Stress is given to the necessity of counteracting frustrative aggression which springs from the lack of satisfaction with respect to the basic needs of the child. This type of aggression is especially common at various age levels and thus should be considered the object of educators' and parents' attention. The imitative aggression is then discussed in the context of the selection and distribution of children's books, TV programs and films. Attention is then given to the instrumental aggression, i.e. to that resulting from an improper hierarchy of values developed by the child in consequence of faulty educational influence of the environment. In the final part of the article pathological aggression is analyzed as an effect of disturbancies in the nervous system of the individual.

379. ŚNIEŻYŃSKI, MACIEJ: **Więź społeczna mieszkańców uprzemysłowiającego się miasta a problem niedostosowania społecznego młodzieży.** (Social Integration of Inhabitants of an Industrialized Town and the Maladjustment of Adolescents). *Ruch Pedagogiczny* 1973, No. 6, pp. 777–789.

The author states that the social maladjustment of the youth is a consequence of the lack of the social integration of the grown-up population, A correlation is sought as

between the disintegration process and industrialization. The data are drawn from research which was carried out during the years 1970–1972 in a small settlement undergoing a rapid industrialization process. Fifteen years ago three big residential quarters were built there. Migration was stated to stop in two of them about ten years ago, while the third one achieved no evident stabilization till now. Research covered the total of 1558 primary school pupils from the three above mentioned quarters and was carried out by means of the Stott Diagnostic Test, interviews, questionnaires and attitudinal scales. A high correlation was stated as between the lack of integration in the social environment and the maladjustment of adolescents. Juvenile delinquency was also investigated in the three quarters of the town, a comparison having been completed according to periods of migration and stabilization. A discussion follows of the possibilities to prevent maladjustment and juvenile delinquency in regions susceptible to disintegration.

380. SOŚNICKI, KAZIMIERZ: **Teoria środków wychowania.** (The Theory of Educational Media). "Nasza Księgarnia", Warszawa 1973, 191 pp.

In the present publication the author discusses the theory of the educational process. Two aspects of this process are analyzed at length: its content reflected in the taxonomy of educational objectives and activities of the educational type applied in order to attain these objectives. Consideration is given to main concepts connected with educational situations, educational media, educational norms and emotions engaged in the process on the part of the educator and on that of the learner. Special attention is drawn to education in the affective domain and among others to the following factors: 1) attitudinal norms, 2) duties, 3) motivation and the system of values, 4) activity and responsibility. Much place is devoted to the main principles of education in the affective domain. A discussion follows of the educational techniques such as, for instance, reward, punishment, intellectual means, verbal methods, emotional techniques, decision-making techniques.

381. SPIONEK, HALINA: **Zaburzenia rozwoju uczniów a niepowodzenia szkolne.** (Developmental Disturbancies of Pupils and the School Failure). PWN, Warszawa 1973, 458 pp, bibl.

The publication presents a review of Polish and foreign writings on the etiology of developmental disturbancies in children and on the relationship between the disturbancies and the school failure. The author presents her own research carried out on a sample of children considered normal and attending the regular primary school. Investigations were carried out during the years 1960–1971 in the Department of Clinical and Educational Psychology of the Child and in the Department for Psychomotor Disturbancies in Child's Development. The book is divided into four parts. Part 1 contains an analysis of biological and social causes of developmental disturbancies and of school failure. Part 2 is devoted to disturbancies in speed and rhythm of the child's psychomotor development. Part 3 presents disturbancies in the child's behavior and their correlation with school failures. The final part of the publication contains an analysis of several illnesses from the point of view of their course and the type of behavior accompanying component biopsychic processes.

382. TREMPAŁA, EDMUND: **Integracja oddziaływań wychowawczych w środowisku.** (Integration of the Educational Activity in the Child's Environment). *Nauczyciel i Wychowanie* 1973, No. 4/5, pp. 48–51.

The article is devoted to the problem of integration and coordination of the educational activities provided by the school and by the nonschool educational institutions in a given environment. Attention is given to the type of the educational influence exerted by home environment, Association of Parents, social and youth organizations, cultural institutions and clubs. A number of examples of disintegration in the educational activity provided in the child's environment are presented. On the basis of these examples the ways to counteract improper distribution of activities are discussed. A postulate is also advanced to permit the primary school to coordinate and supervise activities provided by other institutions so as to satisfy all the needs and interests of the child.

383. TYSZKOWA, MARIA: **Motywy szkolnego uczenia się dzieci i młodzieży.** (Motives for School Learning in Children and Adolescents). *Przegląd Psychologiczny* 1973, No. 3, pp. 315–333. Bibl. Rez.

The author analyzes motivation for school learning in children and adolescents aged 11 to 18 on the basis of research carried out on a sample of 884 primary, secondary general and secondary vocational school pupils in the region of Poznań and Szczecin. The following research techniques have been employed in the course of investigations: 1) analysis of school documentation, 2) directed interviews with formmasters, 3) interviews with pupils, and 4) directed composition based on a specially designed questionnaire. Data have been analyzed in the developmental as well as in the differential aspect. On the basis of research results the author discusses the types of motives underlying the pupils' school learning. A discussion follows of the structure of motives according to the pupils' age. The author emphasizes the need to strengthen the ambitional and social motives in the secondary school as well as to diminish the number of motives in the final grade of the primary school. A correlation is then sought as between the type of motive and the educational attainment, a wider variety of motives being found in pupils with higher educational attainment. In the final part of the article the author analyzes a correlation as between the type of motivation and the social origin of the pupil. Research revealed that cognitive motives were stronger in pupils coming from peasant or intelligentsia families, while practical or economic motives prevailed among adolescents from the workers' strata. Stronger cognitive motivation was also found in secondary school pupils irrespective of their social origin.

384. WIĘCKOWSKI, RYSZARD: **Problem indywidualizacji w nauczaniu.** (Individualization in the Process of Instruction). Ossolineum, Warszawa 1973, 235 pp.

The publication is devoted to the problem of a rational organization of didactic-educational activity at school lessons which would take into consideration individual dif-

ferences in working speed and in the scope of the learners' prerequisite knowledge. The book is based on the assumption that at least some of the individual differences in the group of learners spring from the faulty organization of the didactic-educational activity in the earlier instruction. An analysis follows of the value of three methods aiming at the intensification of instruction at school lessons, i.e. 1) compensatory classes, 2) introduction of both frontal and individual work with the learners (J. Konopnicki's technique) and 3) providing educational care in three phases: preventive, diagnostic and therapeutic (Cz. Kupisiewicz's technique). The author discusses the role and specific features of all the above mentioned concepts and advances postulates concerning individualization which spring from his empirical research on the problem.

385. WOSIŃSKI, MAREK and NAMIECIŃSKA, ELŻBIETA: **Wpływ zamierzonych oddziaływań wychowawcy na zmianę stosunku grupy klasowej do członków przez nią izolowanych i odrzuconych.** (The Impact of International Educational Activity of the Formmaster on the Change of the Pupils' Attitude Toward Isolated or Rejected Peers). *Psychologia Wychowawcza* 1973, No. 3, pp. 370–375.

The author analyzes results of an experiment which has been carried out on a sample of 29 pupils from grade II of a primary school in Warsaw. Research at stating the role of the formmaster in counteracting the decrease in group integration and in increasing the popularity of isolated or rejected children. At the preliminary stage of research a sociometric technique was used, on the basis of which four popularity levels have been distinguished within a group under examination. A special set of activities was then introduced for the rejected children so as to point out their skills or abilities. At the end of the experimental educational program a sociometric posttest was administered. Research results revealed a considerable increase in the number of rejected children. It has been also pointed out that the rejected children formed a group of mutual support. The authors stress the necessity for individual work with rejected or isolated pupils as the collective educational technique seems to be of little value.

386. ŻABCZYŃSKA, EWA: **Skuteczność środków wychowawczych stosowanych przez sąd dla nieletnich.** (The Value of the Educational Means Employed by the Juvenile Court). *Szkoła Specjalna* 1973, No. 4, pp. 289–299.

The article reports on the second phase of research which was initiated in 1972 on 16–18 year-olds. The sample was formed by juvenile delinquents who had undergone the first examination in 1966 as 10–11 year-old. Research aimed at stating the value of the educational means employed by the juvenile court in the year 1966. With the aim to accelerate the resocialization the following educational means were employed by the court: 1) obligatory stay in the house of correction, 2) supervision of parents by specially appointed educational inspectors, 3) liquidation of the case on the basis of a small social damage of the deed. Materials for the investigation have been collected by means of an analysis of court documents from the year 1966 and via environmental interviews at the subjects' home environment, schools and houses of correction. Data pertained to the resocialization process reflected in behavior toward adults and peers, in school learning and in the personality formation. Data pertaining to the subjects' state of health were also obtained. Research embraced 93 juvenile delinquents. Conclusions presented by the author pertain to the tutelar problems connected with delinquents aged 10–11, to the influence of early delinquency upon the size of delinquency in older age cohortes and to the possibilities to prevent delinquency through the investigation of delinquent and alcoholic parents.

See also: 333, 335, 399–400, 429.

V. TEACHER'S PROFESSION

387. CIEŚLIŃSKI, RYSZARD: **Pierwsi absolwenci wyższych szkół nauczycielskich o swojej pracy.** (First Graduates from Advanced Teachers' Colleges About Their Work). *Nauczyciel i Wychowanie* 1973, No. 2, pp. 76–86.

The article contains conclusions pertaining to the professional start of graduates from Advanced Teachers' Col-

leges. Data have been obtained in the course of research on a sample of 113 graduates who left the college in the year 1971. The survey was completed by means of a questionnaire prepared by M. Maciaszek. The following aspects of the professional start are discussed: 1) the social origin of graduates and their present employment, 2) the teaching load, 3) the specialization at the college and the profile of the profession exercised, 4) difficulties in the educational work with children, 5) difficulties in establishing contact between the school and parents, 6) difficulties in self-instruction, 7) relations within the teaching staff. Special stress is given to aspects which should be taken into consideration by educators engaged in teacher training at Advanced Teacher Training Colleges with the aim to introduce changes to curricula and the teaching methods.

388. CZEKAJOWSKI, RYSZARD: **Rola zakładów pedagogiki wyższych uczelni technicznych w kształceniu i doskonaleniu nauczycieli szkół zawodowych.** (The Role of Departments for Pedagogy at Technological Colleges in Pre— and In-Service Training of Vocational School Teachers). *Szkoła Zawodowa* 1973, No. 7/8, pp. 5–7.

The author discusses various aspects of pre— and in-service training for teachers of full and nonfull secondary vocational schools. An analysis follows of tasks to be fulfilled by Departments for Pedagogy at Technological Colleges as presented at a conference organized in the year 1970. According to the postulates advanced at the conference the Departments should 1) organize educational training for the staff of technological college, 2) organize pre- and in-service training for vocational school teachers, 3) carry out research work in the field of educational sciences, 4) carry out small scale research commissioned by vocational schools or colleges. As far as pre- and in--service training for vocational school teachers is concerned there are two forms of training, i.e. a) a one-year course of vocational education for graduates from technological colleges of various types and b) a two-year undergraduate course for students at the preterminal and terminal year of technological colleges. Ways of carrying out

the educational activity of this type are presented on the example of the Academy of Mining and Metallurgy in Cracow. In the final part of the article the autor discusses the new trends in vocational teacher training since at present the pre-service training is to be completed at the academic level, while in-service training courses must be shaped within postgraduate instruction.

389. DANEK, WINCENTY (ed.): **Kształcenie nauczycieli na studiach dla pracujących.** Materiały z krajowej konferencji w WSP w Krakowie w dniach 15—16 grudnia 1972. (Training Teachers at Academic Extramural Departments). Proceedings of the All-Polish Conference Held by the Higher School for Education in Cracow. December 15–16, 1972. Wyższa Szkoła Pedagogiczna w Krakowie, Kraków 1972, 172 pp. tab.

The publication contains a full report on the all-Polish conference organized by the Interuniversity Methodological Center for Extramural Studies, attached to Higher Schools for Education. Three articles are presented: 1) "Needs and Possibilites in the Field of Training Teachers at Extramural Departments of Universities" by Stanisław Kaczor, 2) "Problems Connected with Training Teachers at the Academic Level", by Zenon Moszner, and 3) "Trends in the Methodological and Administrative Improvement of Universities Providing Extramural Academic Instruction for Teachers", by Jerzy Jarowiecki. A discussion in which 32 teachers and researchers participated is also reported at length. Due to vast representation of teachers, heads of departments at the Ministry for Science, Higher Education and Technology, university teachers, researchers, administrative workers of extramural departments and students the conference is to be regarded as an important contribution to the all-Polish discussion on the future shape of teacher training in our country.

390. GUŚPIEL, MARIA: **Motywy podejmowania studiów nauczycielskich.** (Motives for Undertaking Studies at Teacher Training Colleges). (Na przykładzie Wyższej Szkoły Pedagogicznej w Krakowie) (On the example of the Higher School for Education in Cracow). *Ruch Pedagogiczny* 1973, No. 5, pp. 678–692

Considerations pertaining to motives for undertaking studies at various types of teacher training colleges are based on research conducted in the Higher School for Education in Cracow. Investigations embraced all the candidates for studies registered for the entrance examination in the year 1971. The total number of subjects amounted to 886. Data have been collected by means of questionnaires and scales. A qualitative analysis of research results presented in the article contains a discussion of 1) factors conditioning the choice of a profession as well as of a specialization, 2) micro— and macroenvironmental factors of decision-making, 3) motivational level as an exponent of self-evaluation on the part of candidates.
In the final part of the article the author presents conclusions for secondary school teachers in charge of vocational and university preorientation on the one hand and for the university teachers in charge of entrance examinations, on the other.

391. JANISZEWSKI, MIECZYSŁAW: **Psychologiczne kształcenie kandydatów na nauczycieli.** Eksperyment psychodydaktyczny. (Psychological Training of Candidates for Teachers. A Psychodidactic Experiment). PWN, Warszawa 1973, pp. 188. ill. tab. bibl. Rez.

The publication contains a report on a psychodidactic experiment which was carried out on a sample of 132 students at the Teachers' College in Gdańsk during the years 1965–1967. Investigations covered two experimental groups of freshman year students and a control group of students at the same year. The experiment aimed at finding and testing methods which would improve the educational attainment of students in the field of psychology, i.e. increase the scope of the material acquired by the student, ensure a higher degree of understanding and enable students to apply the knowledge acquired at the Teacher Training College in the course of their educational activity at school. As the experimental variable an additional analysis of the teaching content was used from the point of view of its value for the teacher's everyday educational activity as well as an additional discussion of practical examples illustrating the teaching content. The

following methods were used: 1) questionnaires, 2) interviews, 3) attitude scales, 4) intelligence tests, 5) achievement tests, and 6) observation. Research revealed slightly better results in the experimental group, although the increase in knowledge and understanding varied according to the personality type of the student.

392. KRAWCEWICZ, STANISŁAW: **U podstaw zmian. O funkcji IKN i jego oddziałów.** (Fundaments of Changes. The Function of the Institute for Teacher Training and of Its Sections). *Ruch Pedagogiczny* 1973, No. 4, pp. 427–432.

The Institute for Teacher Training which has been established on the force of the Ordinance issued by the Council of Ministers in accordance with the resolutions adopted at the 6th Party Congress and at the 7th Plenary Session of the Central Committee of the Polish United Workers' Party works on two main groups of tasks, i.e. 1) research on the qualifications of the educational cadres, on the selection for the teacher's profession, on pre– and in-service teacher training and on working and living conditions of Polish teachers, 2) research and analysis of curricula and methods in teacher training institutions. At present the Institute deals with the set of problems connected with the training of teachers at the academic level. The following tasks of the Institute in this respect are discussed in the article: 1) directing teachers for university studies, 2) organizing preparatory courses and advisory centers, 3) publishing materials indispensable for teachers undertaking university studies. The author also discusses the main tasks of the Institute in the field of providing postgraduate education for teachers. They are: 1) working out organizational and educational principles for teachers' postgraduate studies, and 2) ensuring materials and staff for centers providing postgraduate teacher's studies.

393. MARZEC, TADEUSZ: **Kształcenie wychowawców placówek opieki nad dzieckiem.** (Training Teachers and Educators for Institutions Providing Care for Children and Adolescents). *Problemy Opiekuńczo-Wychowawcze* 1973, No. 8, pp. 9–12.

The article is devoted to the process of training educators to be employed in educational institutions providing care

for children and adolescents. Analysis pertains merely to training at the academic level, i.e. at departments of pedagogy with a specialization in tutelar pedagogy. Attention is given to recruitment of candidates for studies, entrance examinations, forms of training, methods of training and first of all to the curricula, their content and structure. The author postulates to increase the knowledge of secondary school graduates concerning their future employment so as to facilitate the selection of candidates who are fully aware of the type of the profession they will be exercising after finishing studies in the higher school. A postulate is also advanced to introduce psychological testing at entrance examination so as to state the psychic suitability of candidates for work in tutelar institutions. A necessity is also pointed out to develop correspondence, evening and extramural studies which enable educators employed in tutelar institutions to obtain the M. A. degree. In the final part of the article the author postulates to enrich the curriculum at the department of pedagogy by the following subjects: ethics, theory of tutelar educational activity, and methodology of environmental research.

394. ORLOF, EUGENIUSZ: **Start zawodowy nauczyciela w szkole wiejskiej.** (The Professional Start of Rural School Teachers). Wyższa Szkoła Pedagogiczna w Rzeszowie, Rzeszów 1973, pp. 145.

The publication is a report on research pertaining to the professional start of rural school teachers. Investigations covered 125 persons and were carried out by means of the analysis of university and school documentation, direct and indirect interviews and questionnaires. On the basis of the results obtained the author discusses 1) the choice of a profession, 2) the quality and usefulness of knowledge acquired at the teacher training college, 3) educational and social work carried out by the teacher in his district, 4) in-service training and self-instruction, 5) expectations of graduates and their evaluation of the conditions of employment, 6) further plans. The publication contains an ample bibliography of the subject as well as statistical tables illustrating the data obtained.

395. POLAKOWSKI, KRZYSZTOF: **Niektóre cechy osobowości studenta a jego powodzenie w zawodowych studiach nauczycielskich.** (Some Personality Features of Students and Their Impact on the Success in Vocational Studies at Teacher Training Colleges). *Ruch Pedagogiczny* 1973, No. 5, pp. 617–632.

The article presents the results of a preliminary survey to be followed by a more detailed empirical study. The objective of the survey was to state correlation as between personality features and success in studies at the Teacher Training College in Siedlce during the years 1969–1972. Personality characteristics were obtained by means of California Personality Inventory translated by Z. Płużek and published by the Psychometric Laboratory at the Polish Academy of Sciences. The Polish version was completed by 102 items prepared by M. Choynowski. The interpretation of results is preceded by graphic representations of 18 personality profiles for the population of students at the Higher School for Education in Cracow who functioned as a standardization sample. The profiles form a reference frame for the analysis of research results obtained on the sample of students in Siedlce. Data are then analyzed, comparison being provided as between female and male students on the one hand and as between students specializing in initial instruction, mathematics and physical education, on the other. In the final part of the article the author presents personality profiles of average, poor and gifted students.

396. SUŁEK, ANTONI: **Nauczyciele akademiccy w oczach studentów.** (University Teachers in the Students' Eyes). *Dydaktyka Szkoły Wyższej* 1973, No. 3, pp. 77–95, Rez. Sum. Rés.

The article contains a discussion of some aspects of relationship between students and university teachers. Considerations are based on the writings on the subject and on research which has been conducted by the Institute of Sociology at the University of Warsaw. The research consisted of two surveys, the first of which took place in 1965 and covered 1743 students, the second in 1972 and covered 1895 students. Both samples formed a rep-

resentation of Warsaw students. In the first part of the article the author discusses the personality pattern of the university teacher as perceived by the students. In the second part the evaluation of university teachers is presented as carried out by the students, the conditioning of this evaluation and its consequences. Special stress is given to evaluations concerning educational competence, objectivity and justice.

See also: 332, 442.

VI. SCHOOLS AND INSTITUTIONS

(by type or level)

VI. 1. PRESCHOOL

397. DYJA, EUFEMIA: **Niektóre problemy wychowania przedszkolnego w świetle Raportu o stanie oświaty.** (Some Problems of the Preschool Education in the Light of the Report on the State of Education). *Wychowanie w Przedszkolu* 1973, No 9, pp. 422–426.

The author discusses the problem of differences in the knowledge and behavior of children from various social strata and various geographical regions, pointing out backwardness in most of the rural children. Backwardness is usually caused by the lack of preschool education centers which would provide activities ensuring proper emotional, social and intellectual development of the child. The Report on the State of Education prepared by the Committee of Experts in Education emphasizes the necessity to embrace all children by preschool education. The following problems are discussed in the article: 1) the network of kindergartens 2) methods of educational work in kindergartens and in preschool centers organized by the primary school in order to provide additional activities for children with deficient social, emotional or intellectual development and 3) training highly qualified specialists for the preschool education.

398. RATYŃSKA, HANNA: **Literatura dziecięca w pracy przedszkola.** (Children's Books in the Educational Activity of the Kindergarten). PZWS, Warszawa, 1973, 199 pp. bibl.

The publication contains a collection of articles on the subject published in one of the Polish educational journals entitled "Wychowanie w Przedszkolu" as well as of reports on the utilization of children's books in the everyday educational activity of the kindergarten. The publication also contains opinions of kindergarten teachers concerning forms and methods of introducing books to the kindergarten activity, the opinions being collected in various regions of the country. The book is divided into five chapters. Chapter 1 is devoted to the introduction of books in groups of young kindergarten children and considers problems of selection and gradation of books. Chapter 2 presents children's books as a means of eliciting children's participation in group activity. Chapter 3 deals with ways of getting children used to the everyday contact with the book so as to form the proper reading habits during the first years of the child's stay in the primary school. Chapter 4 discusses methods and techniques of the educational work with children aged 3–7 from the point of view of their suitability for varying levels of children's development. Chapter 5 presents problems of in-service training for kindergarten teachers.

See also: 445.

VI. 2. PRIMARY

399. LEWOWICKI, TADEUSZ: **Cechy osobowości a efektywność uczenia się.** (Personality Features and the Efficiency of Learning Processes). *Przegląd Pedagogiczny* 1973, No. 3, pp. 98–109.

The article contains a report on research pertaining to a correlation as between personality features and the efficiency of learning processes. Investigations embraced 1500 pupils from grades V–VIII of the primary school. A sample was stratified according to the region and covered a total of 18 primary schools. Attention was given to two basic features, i.e. to the IQ and to the type

of the nervous system. Investigations were completed by means of intelligence tests, psychological tests, achievement tests, observation cards and statistical methods. Immediate effects of learning were measured as well as their durability. The author presents statistical data pertaining to a correlation as between some selected personality features and the learning process as well as scores on the attitudinal scale as compared to the educational attainment.

400. ŁOBOCKI, MIECZYSŁAW: **Współudział uczniów w procesie dydaktyczno-wychowawczym.** (Learners' Participation in the Educational Process). *Ruch Pedagogiczny* 1973, No. 4, pp. 433–453.

The author discusses ways to promote learners' cooperation in organizing lesson and nonlesson activities in the school educational process, in conformity with the modern postulate to let the learner function as a subject in the educational process. Considerations are based on research carried out during the years 1970–1972 on a sample of learners from ten classes of the primary school (grades V–VIII). A characteristic of four stages in the preparation and realization of lessons follows i.e. 1) planning a cycle of lessons, 2) planning a particular lesson, 3) cooperation in conducting a lesson and 4) cooperation in evaluating a lesson. A minute description of each stage is given, attention being drawn to differences which can result from the educational level of pupils, the teaching content and the form chosen for a given lesson (individual, group or frontal work) and the degree of cooperation on the part of the learners.

401. POZNAŃSKA, TERESA: **Badania zasobu i treści pojęć uczniów klas II i III szkoły podstawowej.** (Research on the Number and Scope of Concepts in Grade II and Grade III Pupils of the Primary School). *Klasy Łączone* 1973, No. 5, pp. 287–308.

Research on the number and scope of concepts in primary school pupils was carried out in the year 1969 on a sample of 95 primary schools stratified according to size and location. The total number of subjects were 4000

pupils, 2000 in grade II of the primary school and 2000 in grade III. The main objective of research was to state the size of the difference in the number and scope of concept in children from various regions of the country and to determine the impact of instruction during one school-year upon the enrichment of concepts. It was also planned to state the degree of adequacy as far as the children's intellectual level and the type of the teaching content are concerned. Investigations were carried out by means of a test battery covering all the basic curriculum items for grade III. Research revealed that most of the concepts are familiar to children, although many of them reveal difficulties in their verbalization. In most cases the knowledge of concepts was due to the out-of-school interests of pupils, relatively less of these concepts being acquired during school instruction. A qualitative analysis of the results obtained is then presented from the point of view of corrections to be introduced to the educational work of the primary school teacher.

402. TREMPAŁA, EDMUND: **Organizacja działalności wychowawczej w rejonie szkoły podstawowej.** (The Organization of the Educational Activity Around the Primary School). *Nauczyciel i Wychowanie* 1973, No. 2, pp. 35–54.

Considerations concentrate on educational institutions functioning in the field of the out-of-school education in urban and in rural areas. The author analyzes the type of relationship as between these institutions and the primary school as well as forms of activity carried out by most of these centers. Attention is then given to possible forms of cooperation between schools and educational institutions being in charge or the out-of-school education. Postulates advanced by the author are based on the example of the region of Bydgoszcz where new forms of activity on the part of educational institutions as well as new types of their relationship with the primary school have been established. In the final part of the article the author lists educational and organizational problems to be solved before planning school and out-of-school activity for children and adolescents.

VI. 3. SECONDARY

403. KRZYSZTOSZEK, STEFAN: **Średnia szkoła ogólnokształcąca w świetle społecznych potrzeb.** (The Secondary General School in the Light of Social Needs). PZWS, Warszawa 1973, 159 pp.

The author discusses the problem of differentiation in the curricula of the general secondary school. Considerations are based on a historical and comparative analysis as well as on statistical data pertaining to the structure of the school system. Additional material has been obtained in the course of an experiment which was carried out in one of the general secondary schools in the year 1962/1963. A comparative analysis covered all the concepts of curriculum differentiation advanced in the first half of 20th century, practical solution in this field adopted in Poland in the interwar period and attempts to introduce biased classes which have been undertaken in the Polish People's Republic. Solutions implemented before the school reform of the sixties were also taken into consideration as well as the socioeconomic aspects of secondary general education and some problems of the recruitment of candidates for studies at academic schools. In the final part of the book the content and structure of school curricula are discussed at length as well as the existing possibilities to introduce curriculum differentiation in higher grades of the secondary school.

404. SAWICKI, MIECZYSŁAW: **Model informacyjny w dydaktyce na przykładzie fizyki.** (An Information Model in Didactics on the Example of Physics). *Przegląd Pedagogiczny* 1973, No. 3, pp. 122–132.

The author presents a didactic model of physics from the point of view of information theory. The process of instruction and the learning process are considered to embrace: 1) the acquisition of information, 2) the transformation of information in the learner's mind and 3) the application of information in the immediate environment (school) and in the social environment outside school. A characteristic is given of the process, special attention being paid to the following stages: a) evaluating informa-

tion, b) scelecting information, c) memorizing information, d) transforming information and e) generating new information according to the principles of cybernetics, psychology and physics. The author postulates to introduce the terminology of cybernetics to the teaching methodology since it seems to be helpful in the explanation and memorization of processes, phenomena and correlations. The usefulness of the cybernetic approach to the process of instruction is pointed out in the analysis of the teaching aids as transformators of information.

405. WIĘCKOWSKI, RYSZARD: **Problemy i propozycje kształcenia w powszechnej szkole średniej.** (Problems and Suggestions for Training in the Obligatory Secondary School). *Klasy Łączone* 1973, No. 5, pp. 257–270.

The author discusses the differentiated instruction as a basic form of the educational work in the common obligatory secondary school. In the author's opinion the curriculum structure does not account for individual differences in the class springing from the level of social, emotional, intellectual development or from interests and the working speed. The following differentiation and individualization techniques are discussed: 1) dividing the class into two groups working on different problems, groups being established only for a given period of instruction, 2) individualization of homework assignements, 3) differentiation of teaching methods with regard to various ability levels (problem-solving methods, group work, etc.), 4) differentiation in the number of hours designed for a particular subject area (e.g. humanities, mathematics and physics, science, technological sciences, art education, foreign languages). A discussion follows of the organization of the educational process. The author points to the necessity for greater flexibility as far as the teaching plan is concerned. Stress is also given to the necessity for a variety of teaching methods which would account for differences in the pupils' developmental level and interests and for the additional activity for backward children. Much place is also devoted to the shortcomings of the class-lesson system and to the possi-

bility to replace it by more flexible educational forms. Changes are then postulated in the system of evaluation.

VI. 4. VOCATIONAL

406. JUSZCZYK-LUSINA, MARIA: **Opad i odsiew uczniów w szkole zawodowej.** (Drop-Out and Screening in the Vocational School). *Szkoła Zawodowa* 1973, No. 10, pp. 45–46.

The article reports on the results of a research pertaining to drop-out and screening in the vocational school. Investigations embraced 110 pupils from grade I, II and III of nonfull secondary vocational schools in Cracow. The greatest amount of drop-out was stated in grade I (about 22 percent). The following factors were considered: 1) the social origin, 2) the number of children in the family and the family structure, 3) living conditions and 4) absence from school. The amount of knowledge acquired in the primary school was also investigated which proved to be the most important cause of drop-out. Other important causes were: shortcomings in the educational care in the home environment and pupils' absence from school. Much place is given to the economic and social losses due to the size of drop-out. Attention is also paid to the formation of delinquency in pupils dropping out from the nonfull secondary vocational schools.

407. KAWECKI, KAZIMIERZ: **O zmianę koncepcji podręczników do przedmiotów zawodowych.** (Changing the Type of Handbooks for Vocational Subjects). *Szkoła Zawodowa* 1973, No. 9, pp. 11–12.

The article contains a critical discussion of Polish handbooks for vocational subjects in secondary schools. An analysis follows of handbooks for building engineering schools on the example of which the author points out the most typical shortcomings of handbook construction. Special attention is drawn to the repetitions of the teaching content in various handbooks for the same school level. Similar problems, although discussed from various points of view are presented at lessons of more than one

subject. The author postulates to provide each pupil with a series of pamphlets each containing a manysided discussion of only one topic to be analyzed at lessons of various subjects. This would help to liquidate repetitions in handbooks without eliminating the important content. Pamphlets designed for several subjects at a time would bear a problem-solving character and would promote a global approach to the knowledge acquired at school. Moreover, the new concept would increase the number of textbook writers permitting to commission the work to specialists in relatively narrow branches. Considerations are illustrated by a table of the teaching content included in the curriculum of the building engineering school with a division into subjects taught at particular levels. A suggestion pertaining to the type and number of pamphlets replacing the present handbooks is discussed at length.

408. KOZIŃSKI, FRANCISZEK: **O przydatności podręczników w nauczaniu i uczeniu się.** (The Value of the Handbook in the Educational Process). *Szkoła Zawodowa* 1973, No. 7/8, pp. 12–13.

The author discusses the selection of the teaching content to be included in vocational school handbooks. A discussion of the criteria for the selection is based on the analysis of features characterizing a good handbook i.e. 1) adequacy of the content to the scope and proportion of curriculum items, 2) clarity of concepts and terms, 3) changes in the difficulty of chapters with the advances in the intellectual level of pupils, 4) problem-solving approach to the teaching content, 5) distinguishing the basic information against the background of the additional content, 6) introduction of instructions concerning the way of utilizing the handbook materials, 7) sets of exercises ensuring a full understanding of the teaching content and the durability of the knowledge acquired, 8) additional bibliographic information pertaining to the supplementary materials, 9) attractive editorial form of the handbook. Emphasis is also given to the content and form of the teacher's book.

409. **Międzyresortowe Kolegium do Spraw Szkolnictwa Zawodowego.** (Interministerial Committee for Vocational Education). *Szkoła Zawodowa* 1973, No. 9, pp. 3–9.

The Interministerial Committee for Vocational Education was established on October 31, 1972 as a counselling body for the Ministry of Education. The present article discusses the scope of activities of the Committee, its composition and the course of the first two sessions. The first session of the Interministerial Committee for Vocational Education dealt with the modernization of the system of training specialists in the field of building engineering. The nomenclature of professions is discussed with the aim to establish professional training ensuring the broad educational profile of graduates. A resolution was also adopted to strengthen the links between schools for building engineering with the engineering plants and to adjust the teaching of theoretical subjects to the season work in the engineering institutions so as to enable students to participate in practical classes throughout the working season. Changes to be introduced in nonfull secondary schools for building engineering were also discussed. The second session was devoted to the activity of the Voluntary Labor Troops in the field of vocational training and education in the affective domain. Changes were discussed to be implemented in general and vocational instruction provided by the Troops.

410. **Modernizacja kształcenia kadr dla budownictwa. Materiały z pierwszego posiedzenia Międzyresortowego Kolegium do Spraw Szkolnictwa Zawodowego odbytego w dniu 18 stycznia 1973.** (Modernization of Training Cadres for Building Engineering. Proceedings of the First Conference of the Interministerial Committee for Vocational Schooling Held on January 18, 1973). PWSZ, Warszawa 1973, 108 pp. tab. ill.

The publication is divided into two parts. Part 1, entitled "Legal Foundation for the Functioning of the Interministerial Committee for Vocational Schooling", contains the ordinance No. 80 issued by the Prime Minister on October 31, 1972, the ordinance issued by the Minister

of Education on March 30, 1973, a list of participants of the Committee and the regulations for the Committee. Part 2 reports on the course of the first session of the Committee held on January 18, 1973. It contains a report by the Minister of Building and Building Materials Industry entitled "Some Staff Problems of Building Engineering Against the Background of Economic Tasks to Be Realized Till the Year 1980", a report by the Minister of Education entitled "Problems Connected with the New Concept of Modernization in the System of Training Cadres in Building Engineering", a review of the discussion which followed the reports and a resolution adopted by the Interministerial Committee for Vocational Schooling concerning the intensification of training specialists in the field of building engineering.

411. SOSNOWSKI, JERZY: **Podnoszenie kwalifikacji technicznych.** (Raising Qualifications in Technology). *Szkoła Zawodowa* 1973, No. 5, pp. 24–28.

The article contains an analysis of the activity of the Chief Technical Organization in raising qualifications of the technological cadres. In-service training of specialists in technology is fully subjected to the Organization on the force of the resolution No. 300 issued by the Council of Ministers. The Organization is to cooperate with the Ministry of Science, Higher Education and Technology in the field of 1) formulating and implementing developmental plans, 2) organizing scientific and technological conferences, 3) in-service training for engineers and technicians, 4) developing information and documentation centers, 5) promoting discoveries and modernization activities, and 6) coordinating the scientific activity of research centers. The Chief Technical Organization embraces 20 smaller associations bearing a technological character. Attention is then given to the type and content of inservice training courses for engineers and technicians. The numbers of courses are presented as well as their duration and structure.

See also: 432–433, 436–438.

VI. 5. HIGHER

412. BOROŃ, PIOTR: **Sylwetka asystenta w akademiach medycznych.** (Personality of the University Teacher in Medical Academies). *Życie Szkoły Wyższej* 1973, No. 11, pp. 77–85.

The author discusses factors influencing the intellectual development of students in Medical Academies, special attention being given to those applying for the post of the university teacher after graduation. The following factors are here analyzed: 1) social origin, 2) participation in culture and living conditions, 3) educational system of the higher school, 4) interpersonal relations in the Medical Academy and 5) research activity in the higher school. Two basic ways of training university teachers and researchers for Medical Academies are discussed in detail, i.e. postgraduate doctoral courses and selection of graduates for the posts of young university teachers. Various forms of aid are then presented such as, for instance, scholarships, in-service training courses, financial aid, participation in research activity and scientific sessions for the young research staff.

413. BUDNIKOWSKI, ADAM and RUSIŃSKI, MICHAŁ: **Kilka uwag i postulatów na temat studiów doktoranckich.** (Remarks and Postulates on the Subject of Doctoral Studies). *Życie Szkoły Wyższej* 1973, No. 11, pp. 86–89.

The authors present their views on the subject of postgraduate doctoral course. Recruitment of candidates for studies of this type is discussed at length. The shortcomings in this field are pointed out, i.e. the lack of opinions concerning the candidate from the part of the promotor of M.A. of M.S. dissertation, the head of the scientific club for university students and the employer. The authors postulate to consider the research design of the doctoral dissertation as a part of the entrance examination. In the discussion on the course of studies the authors point to the necessity of individualization as far as the length of studies and their curriculum are concerned. Attention is also given to the formative evaluation and to the participation of the doctoral students

in the activity of a research center. Legal aspects of doctoral students' status are discussed and some selected problems connected with the employment.

414. BUTTLER, ANDRZEJ: **Pierwsze lata pracy absolwentów szkół wyższych.** (The First Years of the Professional Activity of Graduates from Higher Schools). PWN, Warszawa 1973, pp. 65, tab. Międzyuczelniany Zakład Badań nad Szkolnictwem Wyższym. (Interuniversity Department for Research on the Higher Education).

In the year 1969 the Interuniversity Department for Research on the Higher Education initiated research on the professional start of graduates from the higher schools who left the university in the academic year 1965/66. A specially designed questionnaire was circulated among all the graduates. As many as 13,841 questionnaires have been returned. In the 1970 a complementary survey was carried out on a sample selected from those who had returned the first questionnaire. In the second phase of research 2639 persons were examined. On the basis of data collected the following problems are discussed: 1) choice of a profession and choice of the employment institution, 2) motives underlying the choice, 3) causes of changing the employment institution, 4) the adequacy of the employment institution with the profile of studies at the higher school, 5) usefulness of knowledge acquired at the university, 6) social and political activity of graduates, 7) their living conditions and 8) their opinions concerning the professional success.

415. GRABOWSKI, HENRYK: **Procesy selekcji na studia wychowania fizycznego. Czynniki społeczno-pedagogiczne.** (Selection Processes for Studies in Physical Education. Social and Educational Factors). PWN, Warszawa 1973, 127 pp. tab. Rez. — Ministry for Science, Education and Technology, Interuniversity Department for Research on Higher Education, Laboratory for Recruitment and Studies, Research Reports.

The author reports on research concerning the selection for studies in physical education during the years 1968–

1969 in five Teacher Training Colleges. At each college the control reference group was formed by students of a different department. Investigations covered 1386 persons, 495 out of this number being the screened candidates, 519 the accepted candidates and 364 — undergraduates. Research was carried out in several phases with the aim to reveal the selection mechanisms operating at the pre-examinational and examinational time as well as to present the impact of selection on the efficiency of studies. The following research techniques were used: a) school documentation analysis, b) questionnaires for candidates, c) questionnaires for undergraduates, d) Dénisiuk's test of physical abilities. In the final part of the report the author presents a vast number of conclusions pertaining to the improvement of the selection processes at higher schools providing physical education for students.

416. KOWALCZYK, EDWARD: **Niektóre aspekty cybernatyzacji i informatyzacji procesu kształcenia.** (Some Aspects of the Cybernetization and Informatization of the Training Process). *Dydaktyka Szkoły Wyższej* 1973, No. 3, pp. 97–107.

The article contains an analysis of the brain activity during the learning process from the point of view of the experimental psychology, the information theory and the communication theory. Two types of impact are then discussed of the information theory upon the process of instruction, i.e. reshaping the process by means of introducing computers or other teaching machines to the process of instruction and reanalyzing the process by means of utilizing the information terminology for the description of its stages. The main conclusions are the following: 1) the process of instruction is an information process in which the degree of control decreases with the growth of the student's knowledge, 2) mathematization furnished by cybernetics and the information theory can be used for the optimalization of the process of instruction, 3) the organization of the information processes and the implementation of teaching machines to the training process should be consulted with both educators and students.

417. KRUSZEWSKI, KRZYSZTOF: **Kształcenie w szkole wyższej. Poradnik dydaktyczny.** (Education at Academic Schools. A Didactic Guide). PWN, Warszawa 1973, pp. 241, ill. tab. bibl. Rez. Sum. Instytut Polityki Naukowej i Szkolnictwa Wyższego.

The publication is a didactic guide for university teachers. Chapters 1 and 2 deal with the nature and forms of the academic lecture and with psychological processes of students' reception. Emphasis is given to adequacy of form and structure to the teaching content on the one hand and to the perception level of the students, on the other. Chapter 3 is devoted to group work in small homogeneous and heterogeneous groups of students. Chapter 4 presents verbal, visual and practical methods of instruction. Chapter 5 contains an analysis of simulation and gaming in the process of instruction. Chapters 6 and 7 deal with the evaluation of educational attainment at the higher school. The author presents a variety of testing methods and techniques discussing their advantages and disadvantages for particular types of the teaching content and particular kinds of skills. In Chapter 8 attention is given to ways of collecting students opinions concerning the process of instruction at the higher school (interviews and questionnaires) and to the ways of utilizing the data obtained as a feed-back for the university teacher.

418. KUPISIEWICZ, CZESŁAW: **Podstawy dydaktyki ogólnej.** (Foundations of General Theory of Instruction). PWN, Warszawa 1973, 381 pp., bibl.

The publication is a programmed academic manual for students of the general theory of instruction. The block program technique was introduced which consists in the presentation of five types of teaching content blocks, i.e. 1) control blocks, 2) repetition blocks, 3) synthetic blocks, 4) problem-solving blocks and 5) additional information blocks. The construction of the manual permits the reader to control his knowledge of the content already acquired and helps him to complete eventual gaps in his knowledge. Verification of the programmed handbook has been carried out on a sample of 50 students from the Department of Education at the Warsaw Uni-

versity. The following problems are presented in the program: subject and tasks of the general theory of instruction, didactic systems, educational objectives and the teaching content, the process of instruction, the learning process, principles, methods and organization forms of instruction, the programmed instruction, teaching media, school failure, planning the educational activity and conditions for the modernization of the process of instruction.

419. LINDECKA, BOŻENA: **Dydaktyka na studiach prawniczych.** (Instruction at Law Studies). *Życie Szkoły Wyższej* 1973, No. 11, pp. 68–76.

Lectures and seminars conducted at law studies are analyzed from the point of view of their didactic function. Five main principles of the educational activity at law studies are discussed: 1) fixing the knowledge acquired from handbooks, 2) introducing a global, problem-solving approach enabling students to utilize the knowledge of several disciplines in order to solve a complex legal problem, 3) managing seminars after the pattern of hypotheses validation, 4) introducing both formative and summative evaluation, and 5) attitude formation. Forms and methods of instruction are also discussed, attention being given to a) verbal methods, e.g. reports, source materials and commentaries, lectures, discussions, b) methods of observation e.g. visiting courts, prisons, houses of correction, and c) practical methods, i.e. solving problems from the legal praxis. A postulate is advanced to replace the traditional process of instruction based on memorization by a modernized training according to the didactic principle of active participation in the process of instruction.

420. MIEŚCICKI, JERZY: **Podstawowe warunki zastosowań komputerów w dydaktyce.** (Basic Conditions for the Application of Computers to the Training Process). *Dydaktyka Szkoły Wyższej* 1973, No. 3, pp. 109–122, bibl.

Considerations pertaining to the application of computers to the process of instruction concentrate round three main problems: 1) the specific character of joint educa-

tional and technological research, 2) basic principles of introducing computers to the educational activity, and 3) the educational and the technological aspects of establishing computer-based instruction, computer-assisted instruction and computer-managed instruction. Difficulties are pointed out consisting in the lack of mathematization and proper formalization of the process of instruction. Advantages are also discussed, emphasis being given to the individualization of the process of instruction and to the organization of training. In the analysis of the computer-assisted instruction the author concentrates on four stages of the training process: 1) presentation of the new teaching content, 2) practical and control exercises, 3) dialogue, and 4) simulation. An analysis of the computer-managed instruction follows with respect to ways of structuring the process of instruction on the basis of scores obtained by the student on achievement tests and on psychological tests of the diagnostic-aptitude type. Postulates and conclusions are also advanced pertaining to the developmental trends of the computer science in Poland.

421. OKOŃ, WINCENTY: **Elementy dydaktyki szkoły wyższej.** (Introduction to the Theory of Higher School Instruction). Ed. 2. PWN, Warszawa 1973, 357 pp. Bibl.

The publication is the second edition of a handbook presenting a systematic review of the most important problems connected with the process of instruction in the higher school. The author discusses higher school didactics against the background of the general theory of instruction and the educational system in the Polish People's Republic. The following problems are discussed in detail: 1) the general theory of instruction and methodologies of teaching particular subject areas, 2) the specific character of the higher school didactics, 3) components of the process of instruction in the higher school, 4) methods and means of instruction, 5) the programmed instruction in the higher school didactics, 6) the lecture, 7) classes, laboratories, seminars, 8) dissertation for the M.A. of M.S. degree, 9) the role and function of the handbook in the higher school, 10) practical activities at em-

ployment institutions as a form of pre-service training, 11) examinations, 12) types of evaluation.

422. OLSZEWSKI, EUGENIUSZ: **Perspektywiczny model kształcenia kadr.** (A Prospective Model for Training Specialists). Politechnika Warszawska, Warszawa 1972, pp. 20.

The author states the requirements in the field of training specialists in technological sciences to be employed in the national industry and in research centers attached to ministries or universities. Emphasis is given to the process of academic education, i.e. to curricula, teaching plans, methods and forms of instruction at technological colleges. It is postulated to develop creative, independent thinking on the part of the students by means of introducing optional subjects and long-term global projects to be chosen by students according to their individual fields of interest. Changes are also discussed to be introduced in the form of classes, seminars and laboratory activities so as to stress creative thinking and decision-making.

423. **Program działania Ministerstwa Nauki, Szkolnictwa Wyższego i Techniki w zakresie tworzenia i doskonalenia warunków rozwoju nauki i techniki oraz przygotowania kadr z wykształceniem wyższym dla gospodarki narodowej na okres do 1975 i na lata dalsze.** (The Program of Activities of the Ministry for Science, Higher Education and Technology in the Field of Creating Conditions for Further Development of Science and Technology for Training Specialists with Academic Background for the National Economy Till the Year 1975 and After). *Nauka Polska* 1973, No. 3, pp. 37–65.

The main tasks of the Ministry for Science, Higher Education and Technology consist in creating or improving conditions for 1) the development of science and technology, 2) education in higher schools, 3) training the research staff and establishing proper conditions for their scientific activity, 4) the in-service training for employees with academic background, and 5) the international cooperation in the field of science and technology. The Ministry is to fulfill coordinative and control

tasks within all the above mentioned activities. The scope of the activity embraces not only all the higher schools, research centers but also institutions providing the in-service training for employees with academic background even if they are subordinated to other ministries or to the Polish Academy of Sciences.

424. **Podręcznik akademicki. Metodologia, funkcje dydaktyczne, edytorstwo, polityka wydawnicza.** (The Academic Manual. Methodology, Didactic Function, Editing and Editorial Policy). Materiały z sympozjum w Jadwisinie we wrześniu 1972. (Proceedings of the Symposium held in Jadwisin in September 1972). PWN, Warszawa 1973, 254 pp.

Reports included in the publication deal with a set of problems connected with content, methodological and editorial aspects of modernizing the academic manuals. The following reports are presented: 1) Czesław Kupisiewicz, "Programming Techniques and Their Application to the Construction of Academic Manuals", 2) Cz. Maziarz, "Methodological Problems of the Modern Academic Textbook", 3) L. Leja, "A Didactic Model for School Manuals and an Audio-visual Model for the Academic Manual", 4) K. Pauzewicz, "Survey of the Students' Opinions Concerning the Academic Manuals", 5) O. Spirydowicz, "A Model for the Modern Foreing Language Manual" and 6) A. Żydkowicz, "Editing the Academic Manual".

425. ROGUSKI, MIROSŁAW: **Kształcenie pracujących — seminarium CRZZ i RN ZSP.** (Adult Education — a Seminar of Trade Unions and the Polish Students' Association). *Dydaktyka Szkoły Wyższej* 1973, No. 3, pp. 156–162.

The article reports on the seminar held November 3–4, 1972 by Trade Unions and the Polish Students' Association. 169 participants in the seminar represented researchers, university teachers, educators from adult education centers, ministries, youth organizations, press and publishing houses. The main subject of reports and discussion was the system of evening, correspondence and extramural studies at higher schools. The following reports were delivered: 1) H. Dankowski, "Demographic

and Socioeconomic Factors in the Development of Extramural Studies", 2) H. Krassowska, "Present and Future Demands for Specialists with Academic Education and the Role of Extramural Studies", 3) S. Opala, "The Employment Policy with Respect to Graduates from the Extramural Studies", 4) C. Maziarz, "The Educational Theory and the System of Extramural Studies", 5) B. Bramberek, "A Model of Adult Education in Poland", 6) S. Suchy, "The Role of Trade Unions in Adult Education" and 7) M. Roguski, "The Role of the Polish Students' Association in Facilitating the Situation of Working Students". Discussion concentrated round the problems of modernizing the extramural studies and providing educational and financial aid for working adults undertaking studies in higher schools.

426. SOLARZ, JERZY: **Efektywność kształcenia zagranicznych studentów w Polsce.** (Efficiency of Training Students from Abroad at Polish Universities). *Życie Szkoły Wyższej* 1973, No. 11, pp. 90–94.

The article is devoted to ways of increasing the efficiency of training students from abroad at the Polish departments for agriculture and forestry. Attention is given to the individualization of instruction according to the initial knowledge of students, their working speed and interests. Changes are suggested in the field of the organization of university instruction as well as in some economic and social aspects of their four to six-year stay in Poland. A postulate is also advanced to establish a formal cooperation as between Polish universities and their foreign graduates after they return to their home countries.

427. TYMOWSKI, JANUSZ: **Politechnika Telewizyjna. Podsumowanie działalności w latach 1966–1971.** (TV Technological University. Summing up its Activity During the Years 1966–1971). PWN, Warszawa 1973, p. 287, tab. bibl. Rez. Sum.

The publication contains a collection of articles written by researchers from the Interuniversity Department for Research on Higher Education on the subject of the activity and achievements of the TV Technological Univer-

sity during the years 1966–1971. The TV Technological University provided regular cycles of lectures for extramural students at various Technological Universities in Poland. Lectures were accompanied by special material in the form of handbooks and workbooks as well as by the activity of specially established advisory centers. The publication is divided into three parts. Part 1 entitled "The Organization, the Curricula and the Teaching Methods in the TV Technological University" deals with the origin, concept and organization of the educational programs. Janusz Tymowski analyzes the social context of the University as well as its curricula. Jerzy Zakrzewski discusses the didactic aspects of the TV Technological University. Adam Jakimiak and Tadeusz Przeciszewski present an analysis of expenditure on the activity of the TV Technological University. Part 2 entitled "Research on the TV Technological University" contains an article by Andrzej Radźko on the methodology of research in this field. Barbara Majewska-Radźko discusses demographic and social characteristics of the viewers as well as the role of preparatory courses in promoting academic education. Ewa Świerzbowska-Kowalik presents research on the efficiency of TV lectures and Zofia Wańkowicz — on the impact of TV Technological University upon the undertaking of studies of extramural departments. Part 3 contains conclusions and evaluations by J. Tymowski and J. Zakrzewski as well as a discussion of prospects in this field by F. Januszkiewicz.

428. WASILEWSKI, MARIUSZ (ed.): **Konferencja metodyczna na temat: Nauczanie matematyki na zawodowych studiach technicznych dla pracujących, Rogów 16–17 czerwca 1972.** (A Methodological Conference on the Subject "Teaching Mathematics at Vocational Technological Studies for Working Adults" held in Rogów, June 16–17, 1972). Ośrodek Metodyczny Wyższych Studiów Technicznych dla Pracujących, (A Methodological Center for Higher Technological Studies for Working Adults), Gliwice 1973, 136 pp.

The publication contains the proceedings of a methodological conference. The following reports are included: 1) Izydor Dziubiński "Modernization of the Curricula in

Mathematics at Technological Studies for Working Adults" (co-reports by Tadeusz Huskowski and Jan Walichiewicz), 2) Dobiesław Bobrowski "Elements of Probabilistics at Technological Studies for Working Adults" (co-reports by Agnieszka Plucińska and Włodzimierz Krysicki), 3) Tadeusz Świtkowski "Methodology of Planning Control Classes and Examinations" (co-reports by Stefan Sedlak and Olga Bereśniewicz-Rajca). 4) Stanisław Waligórski "Informatics at Technological Studies" co-reports by Tadeusz Kornatowski and Henryk Wiśniewski, 5) Genowefa Majcherowa "Teaching Aids at Technological Studies for Working Adults (co-report by Mariusz Wasilewski). Material from the discussion is also included as well as a set of methodological conclusions agreed upon by the participants.

429. WIŚNIEWSKI, WIESŁAW: **Aktywność społeczna a kształtowanie postaw.** (The Social Activity and the Attitude Formation). *Dydaktyka Szkoły Wyższej* 1973, No. 3, pp. 19–40. Rez. Sum. Rés.

The article contains a report on research pertaining to the impact of the students' social work on their personality and attitude formation. Research objectives were 1) to state the popularity of the social work in the present generation of students, 2) point out the most important drawbacks and obstacles encountered in the social work and 3) to analyze personality modifications in students participating in the social work. Investigations were carried out during the years 1966–1972 by the Institute of Sociology at the Warsaw University and by the Interuniversity Center for Research on Higher Education. In 1966 a random sample of 25 percent of the total of Warsaw students were examined, in 1968 — 33 percent, in 1971 — 50 percent of students at the freshman year and 15 percent of students at terminal years. The social activeness of students was measured by means of stating their participation in social, cultural and political organizations as well as by an analysis of their verbal declarations. Questionnaires and interviews were employed with the end to state difficulties in the social work. Attitudinal scales were used for determining basic per-

sonality characteristics of students under examination. A detailed discussion of the data obtained is included.

430. ZAJĄCZKOWSKA, SYLWIA: **Losy absolwentów Wydziału Ekonomiczno-Społecznego SGPiS. Prace dyplomowe studentów.** (Careers of Graduates from the Socioeconomic Department of the Higher School for Planning and Statistics. Students' Dissertations for the Diploma of Studies). Warszawa 1972, 192 pp. tab. Sum. Instytut Pracy i Spraw Socjalnych. (Institute of Labor and Social Affairs).

The publication is divided into two parts. Part 1 contains a report on research concerning the careers of graduates from the Socioeconomic Department of the Higher School for Planning and Statistics who were granted degrees in the field of the economics of labor and the social policy. Investigations were carried out on a sample of 294 graduates from the period of years 1969–1971. Data have been collected by means of a questionnaire. Information obtained pertains to the general characteristics of the subjects, their employment, social status and living conditions. Part 2 of the publication contains results of the survey on the employment of graduates according to the ordinance by the President of the Committee for Employment and Salaries issued on April 11, 1970 which stressed the necessity for formulating the subject of the M. S. dissertation by the institution desiring to employ a given student after his graduation. Research pertained to the number of topics realized during the terminal year at the higher school as well as to the causes of omitting certain subjects by students. Conclusions are then presented concerning the way of acquainting students with their future institution of employment as well as of bringing their theoretical and practical work at the higher school close to the needs of this institution.

431. ZALEWSKI, JÓZEF: **Bibliografia dydaktyki szkoły wyższej za lata 1961–1970.** (Bibliography of Higher School Didactics for the Years 1961–1970). PWN, Warszawa 1973, 254 pp. Rez. Sum.

The publication is a continuation of "Bibliographical Materials" by J. Czerni which included bibliography for

the years 1944–1960. The bibliography covers the period 1961–1970 and bears a registrative type, i.e. the most important items are accompanied by a list of contents. The materials considered are those published in the Polish language in the form of books and articles. Material is divided into 13 systematic and alphabetic groups. The number of bibliographical items amounts to 2883. The items are grouped as follows: 1) general problems of education and higher school didactics, 2) educational objectives, 3) selection of candidates for studies, 4) the educational process, 5) forms, 6) methods, 7) means of instruction, 8) handbooks and reading habits, 9) students' organizations and scientific clubs, 10) students' practices, 11) graduates' careers, 12) extramural studies.

See also: 337, 360.

VI. 6. ADULT

432. HRAPKIEWICZ, HELENA: **Znaczenie matematyki w kształceniu zawodowym robotników.** (The Significance of Mathematics in the Vocational Training of Workers). Instytut Kształcenia Nauczycieli i Badań Oświatowych w Katowicach, Katowice 1973, pp. 48, tab.

The publication constitutes a report on research which has been carried out on a sample of 867 learners in vocational secondary schools for working adults. The data obtained served for stating the main difficulties in the learning of mathematics. Research results were then completed by additional data from a survey in nonfull vocational schools. An analysis was also completed of the significance of mathematics in the professional activity of graduates from vocational secondary schools as well as of the usefulness of the knowledge of mathematics acquired in school. The publication contains a detailed analysis of 1) the knowledge of mathematics on the part of graduates from the primary school who undertake instruction in secondary vocational schools, 2) the educational attainment in the field of mathematics, 3) the most difficult items in the secondary school curric-

ulum in mathematics, 4) the significance of particular curriculum items for the future professional activity. In the final part of the publication the author advances postulates concerning selection and gradation of the teaching content in the curriculum for the secondary vocational school.

433. KOŚCIELNY, KONRAD: **Koncepcja średniego studium zawodowego.** (The Concept of a Secondary Vocational Course). *Oświata Dorosłych* 1973, No. 7, pp. 402–406.

The author presents the structural, methodological and curriculum assumptions of a secondary vocational course for working adults. The course is a new form of adult education which was implemented into the educational practice in September 1973. A course of this type may be established on the force of decision undertaken by the local educational board resulting from the request of authorities of industrial plants in a given region. The instruction provided at the course lasts three years and is designed for graduates from the primary school after at least three years of vocational work. The curriculum contains general subjects as well vocational classes according to the needs of industrial plants in the region, all of them at the level of the secondary school. Graduate is granted a title of the qualified worker and after the graduation from the last term can sit for an examination for the certificate of secondary education thus obtaining the right to enter higher schools. In the final part of the article the author presents a list of tasks to be fulfilled by the school administration in order to promote the new form of adult education.

434. KRAJEWSKA, KAROLINA: **Bibliografia oświaty dorosłych za okres 1972–1973.** (Bibliography of Adult Education for the Years 1972–1973). *Oświata Dorosłych* 1972, No. 1–10; 1973, No. 1–10.

This is a current, selective, partially annotated bibliography embracing Polish books and articles published outside the journal "Oświata Dorosłych". Material has been classified into the following subject areas: 1) gen-

eral problems of adult education, 2) pre-service and in-service training of adult employees, self-instruction, 3) cultural and educational activity, amateur artistic movement, 4) reading habits. Each issue of the journal contains about 60 bibliographical items.

435. KUBERSKI, JERZY: **Miejsce i rola oświaty dorosłych w systemie edukacji socjalistycznej PRL.** (The Role of Adult Education in the Educational System of the Polish People's Republic). *Oświata Dorosłych* 1973, No. 7, pp. 385–389.

The article by the Minister of Education discusses tasks of the Ministry in the field of ensuring permanent education in the Polish People's Republic. Attention is drawn to the activity of a newly established Department for Permanent Education attached to the Ministry of Education. The Department is in charge of adult school education as well as of nonschool educational forms of work with adults. The existing types of training in the field of adult education are then presented, i.e. primary vocational school providing general education at the level of the primary school alongside with pre-service vocational training, general secondary schools for adults providing a three-year course being a continuation of the program for the nonfull secondary vocational schools, vocational secondary schools continuing instruction provided by nonfull secondary vocational schools, vocational secondary schools for outstanding workers recruited by trade unions, etc. A new form is to be introduced, i.e. a three-year vocational school offering a certificate of secondary education. A discussion follows of teaching methods, school infrastructure, staff and supervision of schools for working adults. A postulate is advanced to establish the Institute for Permanent Education.

436. KUSKOWA, MARIA: **Podnoszenie kwalifikacji pracowników wiejskich.** (Raising the Professional Qualifications of Rural Employees). *Szkoła Zawodowa* 1973, No. 5, pp. 20–23.

The author discusses a variety of forms and methods in the in-service training of rural employees. A presenta-

tion follows of institutions and organizations carrying out the educational activity in this field as well as of courses and conferences on the subject organized by the Agricultural Cooperative. Attention, is given to the in-service training and especially to the what is called the preparatory agricultural course started in the interwar period and continued after the liberation. New curricula which were implemented on November 1, 1972 are then analyzed in detail as well as forms of instruction employed during the three-year-courses. Three types of the curricula are presented: 1) general agricultural curriculum, 2) building-agricultural curriculum, and 3) agricultural-horticultural curriculum. Additional courses are also analyzed, i.e. a course in agricultural machines for boys and a course in housekeeping and hygiene for girls. Much place is devoted to self-instruction, advisory centers and evaluation at courses.

437. MACANOWICZ, STANISŁAW: **Koncepcja jednolitego systemu doskonalenia zawodowego.** (A Concept of a Uniform System of In-Service Vocational Training). *Oświata Dorosłych* 1973, No. 7, pp. 407–416.

The author discusses the present-day system of in-service training for employees of the national economy. A new model of the system is then presented which calls for 1) the establishment of a Council for the Vocational Adult Education attached to the Council of Ministers, 2) a Committee for In-Service Vocational Training for Adults with a status of a ministry, 3) educational centers for particular branches of the national economy, and 4) educational centers attached to local educational boards or industrial plants. Attention is given to rights and duties of the above mentioned institutions and to the relationships within the uniform system of the in-service training. The new system is discussed on the example of in-service training for engineers and economists. An analysis follows of the forms of training, degrees of specialization, curricula, etc. A five-stage model of in-service training is suggested for workers, i.e. 1) the preparation for a profession at the level of the primary school, 2) courses preparing for the examination for the

title of a qualified worker, 3) courses for the title of a foreman, 4) refresher courses and courses preparing for a second, parallel profession, and 5) courses for the title of a specialist. Conclusions are also drawn pertaining to the teaching methodology and the course structure.

438. SOSNOWSKI, JERZY: **Podnoszenie kwalifikacji kierowniczych.** (Raising the Qualifications of Managers). *Szkoła Zawodowa* 1973, No. 7/8, pp. 26–29.

The article contains a discussion of the present-day situation as far as the in-service training of managers is concerned. The educational activity of the Main Center for In-Service Training of Managers is presented against the background of other centers of the same type subjected to ministries, cooperatives and industrial plants. Exemplificatory materials are drawn from the center subject to the Ministry of Chemical Industry. Trends in the functioning of the center are discussed at length as well as its curricula, forms of instruction, teaching plans, staffing, etc. Postulates are then advanced to modernize the system of managing by means of increasing the efficiency of the in-service training. Attention is given to the structure of training and to its educational content.

439. TUROS, LUCJAN: **Wprowadzenie do andragogiki. Zarys teorii oświaty i wychowania dorosłych.** (Introduction to Andragogy. An Outline of the Theory of Adult Education). PWN, Warszawa 1972, 271 pp. Bibl. Sum. Rez.

The book is divided into three parts. Part 1 outlines the origin of andragogy as a science, its place in the system of humane sciences, its specific character, research scope and methodology. Part 2 contains an analysis of the Polish theory of adult education. A variety of theoretical concepts and research methods is presented on the example of works by H. Radlińska, W. Okiński, S. Baley, J. Pieter, F. Urbaniak, K. Wojciechowski, R. Wroczyński, A. Kamiński and L. Turos. Part 3 is devoted to the methodology of adragogy. Attention is given to the type of hypotheses and to the possibility to employ meth-

ods worked out by sociology and psychology. Much place is also devoted to experiments, questionnaires, interviews, analysis of documentation, comparative methods and tests.

440. URBAŃCZYK, FRANCISZEK: **Androgogika a rozwój oświaty dorosłych.** (Androgogy and the Development of Adult Education). *Oświata Dorosłych* 1973, No. 7, pp. 389–396.

The author characterizes the object and the scope of andragogy as well as its relations with other scientific disciplines such as, for instance, education, psychology, sociology and medicine. Basic needs are then analyzed in the field of adult education so as to point out basic research problems to be solved by andragogues. Attention is given to the type and course of educational processes with regard to adults, objectives of adult education according to the type of institutions (military service, schools for adult education, mass-media, etc.), the impact of social, economic and psychological factors on the efficiency of educational processes, teaching methods and forms of instruction. In the final part of the article the author presents a list of research works in the field of andragogy which have been completed by Polish educators.

See also: 425.

VI. 7. SPECIAL

441. BIAŁOŁĘCKA-LESKE, EWA and GIRYŃSKI, ANDRZEJ: **Poznawanie zachowań społecznych dzieci upośledzonych w stopniu lekkim.** (The Social Behavior of Children with Mild Mental Handicaps). *Szkoła Specjalna* 1973, No. 4, pp. 309–317.

The authors point to the necessity of a thorough examination and diagnosis of physical and mental features of the mentally handicapped child in order to provide an adequate set of revalidation and resocialization methods. As one of the methods for collecting data on the subject is presented a categorized observation card which has been worked out by the authors in the course of their

diagnostic activity in one of the institutions for mentally deficient children. The observation card permits to classify social behavior of the individual toward adults, peers and in stress situations, their reaction to failure, reward and punishment, behavior during required or spontaneous activity as well as other types of behavior witnessing to the social maladjustment. Ways of utilizing the observation card are discussed at length, special attention being given to the differentiation and categorization of behavior units and to the interpretation of the data obtained.

442. DOROSZEWSKA, JANINA: **Diagnoza w pracy pedagoga specjalnego.** (Diagnosis in the Work of a Special Educator). *Szkoła Specjalna* 1973, No. 3, pp. 193–211, bibl. Rés.

The article is devoted to problems of cooperation between the educator engaged in revalidation activities and the team of specialists furnishing a diagnosis of the child's state. The modern diagnostics form models which can serve as a basis for a computer data processing. The author discusses Greniewski's model, specially designed for the use of special pedagogy. The model indicates functional junctures within the psychophysical organism the deficiencies of which are investigated from the medical and educational points of view. A proper diagnosis should be formed so as to make it possible for the educator to advance an educational diagnosis of his own, valid for the total of the educational situations. The situational diagnosis will then make it possible to work out a complete plan of revalidation procedures. Emphasis is given to the necessity for close contacts between the educator and the deficient individual, for a profound knowledge of all parts of the medical diagnosis on the part of the educator and for the team verification of both medical and educational diagnoses.

443. ECKERT, URSZULA: **Rola teamu w diagnozowaniu dzieci głuchych i niedosłyszących.** (The Role of the Team in Diagnosing Hearing Deficiencies in Children). *Szkoła Specjalna* 1973, No. 3, pp. 224–229.

The author discusses the organization of medical and educational care in the process of revalidating physically handicapped children. New ways of dealing with the problem are presented on the example of a Selection Center for Children with Hearing and Speech Deficiencies which was established in the year 1952. The Center is staffed by a team of specialists in various branches of medical and educational sciences. Each child is subjected to a manysided team examination during a 14 day's stay in the Center. The present article contains a detailed analysis of procedures undertaken by the team in each particular case. Much attention is also given to the most important factors which are usually taken into consideration by the team, i.e. to 1) etiology and the type of the deficiency, 2) the state of hearing and the ability to utilize it, 3) the developmental level with respect to the most important psychic functions, 4) the child's environment and the methods of revalidation already employed, 5) joint deficiencies, and 6) the degree of the child's self-dependence.

An analysis follows of techniques in the process of working out a prognosis on which future revalidation procedures are to be based. Stress is also given to individualization in employing revalidation procedures as well as to the necessity of further team examination in case of any medical or educational difficulties.

444. FRYDRYCHOWSKA, LEOKADIA (ed.): **Z pracy szkół i zakładów specjalnych. Odczyty pedagogiczne.** (The Work of Schools and Special Education Centers. Pedagogical Lectures). PZWS, Warszawa 1973, 192 pp. tab.

The publication contains a collection of pedagogical lectures describing the experience of practising teachers of schools and special education centers. Introduction has been prepared by L. Frydrychowska. H. Semenowicz discusses the role of the headmaster in the establishment of proper relations within the teaching staff. C. Król and A. Brzozowicz discuss methods and techniques for initial instruction. A Woźniak presents some selected problems of the teaching of mathematics in grade VII. A. Gołaszewska analyzes the children's magazine "Świat

Młodych" as a teaching aid in grades V–VIII of the special school. T. Kępka discusses the impact of the social activity of scouts on the socialization of mentally deficient children as well as the role of music, songs and dancing in the motor and intellectual development of the handicapped children. D. Maliszewska concentrates on the problem of the Tutelar First Aid and its function in the selection of children for special schools and special education centers.

445. OSTAS, ZOFIA: **Przedszkole specjalne — pierwsze ogniwo edukacji dziecka umysłowo upośledzonego.** (The Special Kindergarten as the First Stage of Education for the Mentally Deficient Child). *Szkoła Specjalna* 1973, No. 3, pp. 250–253.

According to the guidelines included in the "Program of Activities of the Ministry of Education for the Years 1972–75" much stress is given in the system of national education to the formation of proper psychophysical attitudes in mentally deficient children. Special kindergartens are to fulfill the task of leading the mentally deficient children through the first stage of their social adaptation. Research aiming at the modernization and enrichment of educational forms in the work with mentally deficient children is being conducted at a Special Kindergarten in Warsaw (No. 208). The kindergarten provides education for 33 children aged 4–10 in three groups. A division into groups is based on the degree of intellectual, psychic and physical development of the children. The educational work bears a revalidational character. The author of the present article presents details pertaining to the type of the educational activity in the following areas: 1) socialization, 2) developing physical skills, 3) developing intellectual and speaking skills, and 4) developing technical skills and aesthetic education.

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